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ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 72

DATE: Wednesday, February 15th, 1989

BEFORE: M.I. JEFFERY, Q.C., Chairman

E. MARTEL, Member

A. KOVEN, Member

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HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER of an Order-in-Council
(O.C. 2449/87) authorizing the
Environmental Assessment Board to
administer a funding program, in
connection with the environmental
assessment hearing with respect to the
Timber Management Class
Environmental Assessment, and to
distribute funds to qualified
participants.

Hearing held at the Ramada Prince Arthur
Hotel, 17 North Cumberland St., Thunder
Bay, Ontario, on Wednesday, February 15th,
1989, commencing at 9:00 a.m.

VOLUME 72

BEFORE:

| | |
|------------------------------|----------|
| MR. MICHAEL I. JEFFERY, Q.C. | Chairman |
| MR. ELIE MARTEL | Member |
| MRS. ANNE KOVEN | Member |

A P P E A R A N C E S

| | |
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I N D E X O F E X H I B I T S

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| 414 | Witness Statement of Panel No. 9. | 12123 |
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1 ----Upon commencing at 9:00 a.m.

2 THE CHAIRMAN: Good morning. Be seated,
3 please.

4 Welcome back, Mr. Armson.

5 MR. ARMSON: Thank you, Mr. Chairman.

6 THE CHAIRMAN: You are still under oath,
7 so we do not have to bother swearing you again.

8 MR. ARMSON: Yes, I understand.

9 KENNETH ARMSON, Recalled

10 THE CHAIRMAN: Mr. Freidin?

11 MR. FREIDIN: Mr. Chairman, perhaps if I
12 could just take a few moments and take the Board
13 through the executive summary for this particular
14 panel.

15 As has been -- I wish, I've got to move
16 the post here - as has been indicated by other
17 witnesses and repeated by me a number of times, one of
18 the important messages throughout the entire evidence
19 that the Ministry is attempting to make is that the
20 practices which constitute timber management are indeed
21 very inter-related and are planned in contemplation and
22 with knowledge of the effect one practice can have on
23 the next.

24 If you look at paragraph 4 of the
25 executive summary, you will note that the statement is

1 made that:

2 "Intervention in a forest, whether from
3 natural forces or humans will have
4 certain effects."

5 And as is indicated later in the executive summary:

6 "The benchmark against which the Ministry
7 believes that an assessment should be
8 made as to whether the effects of timber
9 management activities on the environment
10 is significant or not is to assess those
11 effects or potential effects against the
12 type of effects which would occur through
13 disturbance in the natural forest,
14 disturbance caused by natural means."

15 And as a result of that, in paragraph 4 those subject
16 matters are going to be dealt with because they will
17 provide the basics to not only understand the benchmark
18 argument in theory, but to have some appreciation of
19 what that benchmark is in reality will require an
20 understanding of those subject matters referred to in
21 paragraph No. 4, and that's necessary so that a
22 comparison can be made where necessary.

23 There are certain physical and biological
24 concepts and processes which are ongoing in the forest,
25 and Mr. Armson will deal with those.

1 Forest dynamics in paragraph 6. Forests
2 are not static, you have heard that before. Mr.
3 Armson, in Panel No. 2, indicated and described the
4 major natural disturbances of fire, wind, insects and
5 disease. We are not going to repeat that evidence, but
6 Mr. Armson will be building on that somewhat.

7 Over on page No. 2 there is reference to
8 succession and the point will be made in this evidence
9 that just as the community of plants change in the
10 forest in a natural state and through natural
11 disturbance, so does that occur as a result of timber
12 management activities.

13 The submission will be that intervention
14 by man does in fact have similar effects to those
15 caused by natural disturbance, that there may be
16 certain differences but that those differences are not
17 significant in terms of adverse effects on the forest
18 estate.

19 Mr. Armson -- I say effects on the forest
20 estate because that is what Mr. Armson is going to be
21 dealing with, and we will be relying on the evidence of
22 witnesses in Panels 10 through 14 to speak to what the
23 effect of these practices may be on non-timber values.

24 Now, that doesn't mean, Mr Chairman, that
25 Panels 10 through 14 will not be talking about the

1 potential effects of timber management activities on
2 the forest estate. For instance, in Panel No. 10, Mr.
3 Greenwood will take and build upon the general evidence
4 given by Mr. Armson in this panel and he will, for
5 instance, be speaking about the actual activities of
6 timber management themselves and he will give evidence
7 linking those specific practices to specific potential
8 effects.

9 An example being, Mr. Armson will
10 describe in general terms why -- what disturbance of
11 the forest floor is and what effect that can have on
12 the nutrient cycle.

13 Mr. Greenwood in Panel No. 10 will be
14 describing specific timber management activities of
15 harvest which have the potential to disturb that forest
16 floor and will be indicating the measures taken by the
17 Ministry and the forest industry to ensure that those
18 effects remain potential and don't occur in fact.

19 In panel -- pardon me, in paragraphs 9
20 and 10, there is reference to the forest as a
21 production system. You will note that the main
22 components there are water, air and nutrients. Those
23 particular raw materials are converted into organic
24 compounds by means of solar energy. Those processes
25 are highly temperature-dependent and they are also

1 affected by certain local site characteristics.

2 Mr. Armson will be describing those
3 processes and the importance of that, again, is that it
4 is related to the benchmark that I referred to being
5 the results of natural disturbance.

6 The concepts in paragraphs 9 and 10
7 outline the basic understanding that, in my submission,
8 we should all have about these processes within the
9 forest before we get into a discussion of specific
10 activities and specific potential effects.

11 You will see that the hydrologic cycle is
12 dealt with at pages 11 through 14, and I won't take any
13 time now to deal with that. You will see that the
14 nutrient cycle is dealt with in paragraphs 15 through
15 17.

16 Mr. Armson will be describing that
17 nutrient cycle to you. And in both the case of the
18 hydrologic cycle and the nutrient cycle, the way we are
19 going to approach that is to describe how those cycles
20 work through nature without any disturbance. We will
21 then describe how that cycle can be affected by natural
22 disturbance and we will then describe how that cycle
23 can be affected through man-made disturbance.

24 In terms of the nutrient cycle, a lot of
25 the discussion I think will be revolving around the

1 subject of full-tree harvesting. Mr. Armson will
2 describe that very briefly, it is a subject -- logging
3 methods is the subject of one of the papers in Panel
4 No. 10, it is a paper to be presented by Mr. Oldford.
5 But to deal with the nutrient cycle more fully, which
6 was one of the prime intentions of moving parts of
7 Panel 10 back into Panel 9, Mr. Armson will be
8 addressing that matter of full-tree harvesting.

9 Assessing the significance of change.
10 Paragraph 18 is the benchmark issue. I would just
11 point out, Mr. Chairman, that no issue was taken with
12 the position of the Ministry in relation to that matter
13 and we don't intend to deal with that at any length.
14 Mr. Armson will, however, address that matter.

15 The last point I would like to make about
16 the material from Panel 9 is that, in my submission, it
17 is important to have an understanding that in assessing
18 the effects, or perhaps more accurately the potential
19 effects on the forest estate by disturbance, whether
20 naturally or by man, that the magnitude, the frequency,
21 the intensity and duration of those effects is
22 important in assessing the significance of those
23 effects.

24 If I can repeat those again; those are:
25 the magnitude, the frequency, the intensity and the

1 duration of those effects are important concepts to
2 keep in mind.

3 As I indicated yesterday, Mr. Armson
4 will, after dealing with the Panel 9 material, address
5 the answer to the undertaking which was given in Panel
6 No. 4 to Forests for Tomorrow dealing with the subject
7 of clearcuts and that evidence is designed to address
8 issues which arise from concerns -- some concerns in
9 certain quarters about the size and the effect of
10 clearcuts.

11 Now, Mr. Armson -- Mr. Chairman, I don't
12 know whether the witness statement has been made an
13 exhibit.

14 THE CHAIRMAN: I don't believe it has.

15 MR. FREIDIN: Can you just reserve an
16 exhibit number for that, Mr. Chairman, I don't have a
17 copy here right now.

18 THE CHAIRMAN: This will be Exhibit 414.

19 ---EXHIBIT NO. 414: Witness Statement of Panel No. 9.

20 DIRECT EXAMINATION BY MR. FREIDIN:

21 Q. Now, Mr. Armson, in going through
22 your paper it appears that in many respects it is very
23 technical in nature. Is that a characterization that
24 you would agree with?

25 A. To some degree, yes.

1 Q. And in preparing that paper, did you
2 consider whether in fact it was necessary to deal with
3 the various topics set out in the report in as detailed
4 a manner from a scientific or technical aspect?

5 A. Yes. I believe, however, that these
6 matters which may be mainly -- primarily scientific and
7 technical can be explained in relatively non-jargon
8 language that most would understand.

9 Q. Is there any general reason that you
10 have dealt with certain topics in a technical way
11 nonetheless?

12 A. Yes. In the evidence I have made the
13 point that the forest is dependent on basically three
14 broad groups of factors. I think the air, obviously,
15 nutrients and water and that in looking at the growth
16 of forests, at the factors which affect that growth,
17 inevitably you are looking at those elements.

18 The air, obviously we have very little
19 control of certainly in terms of the forest region, but
20 in terms of both nutrient supply and water, we are
21 dealing perhaps not with the basic supply, but the
22 manner in which the forest itself or activities,
23 particularly timber activities, may affect the forest
24 and the soil, how they can impact or impinge on the
25 supply of both nutrients and water.

1 Q. And a very basic question: What is
2 the role or the important role that water and nutrients
3 play in the forest estate?

4 A. They are vital for the growth of
5 forests and the biological activities that take place.

6 Q. Are there any structural concepts
7 that, in your view, the Board should keep in mind when
8 they are considering either the nutrient cycle or the
9 hydrologic cycle?

10 A. Yes, there are. In terms of the
11 nutrient cycle, the scientific concepts which I think
12 are readily understandable, are that within the soil
13 forest system there are essentially two ways in
14 which -- or locations, if you will, in which nutrients
15 can occur.

16 They can occur either in pools; that is,
17 as elements within some major component. We would talk
18 about, for example, the forest pool which is all the
19 pool of nutrients within the forest itself, or the pool
20 of nutrients within the organic body of the soil or
21 within the mineral component of the soil.

22 And we can then go on and define how it
23 occurs there, but we speak of those as pools and they
24 have essentially three characteristics: They are
25 relatively large - you can remove a forest but you are

1 removing, then we would say, a pool - they are
2 relatively static, and I would emphasize the word
3 static. The soil, for example, when we look at it
4 today, tomorrow and the next month remains visibly in
5 many respects much the same, so the elements are there.

6 And what is, I think, most important
7 about those pools is that the form of the element; that
8 is -- and the nature in which it occurs, whether it
9 occurs as part of a mineral, as part of a rock, or
10 whether it occurs as part of an organic compound, and
11 the location within that pool become quite important
12 particularly when we look at tree growth or other
13 aspects of the forest in relation to those pools.

14 The other element, if you can envisage
15 theses pools, are the interchanges; the flow that takes
16 place from one or more pools to another.

17 Give an example: In a hardwood forest or
18 with deciduous trees we can talk about the pool in the
19 foliage; comes the fall, the leaves fall to the ground,
20 the leaves become part of the forest floor and that
21 becomes therefore -- that component becomes part of
22 another pool. That's a very simple way.

23 But there are in fact other transfers
24 going on. Elements are leached from the foliage to the
25 soil, and we talk about those elements that are moving

1 from one pool to another as fluxes and those fluxes --
2 and they are fluxes within the soil. The weathering,
3 for example, of a mineral soil particle under normal
4 natural conditions results in certain chemical changes
5 whereby a calcium as an element becomes, if you like,
6 loosened up from the rigid structure as a mineral
7 compound and becomes available in the solution, the
8 water in the soil.

9 And those fluxes are characterized by
10 differences in concentration. You could have, for
11 example, a high concentration of an element moving in
12 the flux, often usually in a watering solution; they
13 are constantly changing as compared with the pools,
14 they are in a state of movement; and to a very large
15 degree, they are dependent on the conditions which they
16 occur primarily within the soil and, of course, they
17 are temperature-dependent.

18 Those characteristics I think are quite
19 important and should be kept in mind. If I may, Mr.
20 Chairman, I have a slide which just summarizes that.

21 Q. Just before you perhaps show that,
22 can you advise whether the description you just gave
23 about the pool and the fluxes, is that evidence
24 applicable to both of the cycles, the nutrient and the
25 hydrologic, or only to one?

1 A. We speak of these pools and fluxes
2 primarily in relation to nutrients because I think, as
3 the Board will understand in terms of water, it is in a
4 constant state of flow normally unless it is frozen, so
5 we tend not to look at that in terms of pools and
6 fluxes. We do look at amounts that are stored within
7 the soil, it's true, but it usually is in a state of
8 movement of one kind or another.

9 Just then briefly to summarize --

10 MR. FREIDIN: Mr. Chairman, I have copies
11 of this particular overhead. Mr. Armson will be
12 speaking to each of them, but I could make them
13 available if...

14 THE CHAIRMAN: Well, you might as well
15 have it I think as part of the record.

16 MR. FREIDIN: All right.

17 MS. SWENARCHUK: Can you come forward
18 with it?

19 MR. FREIDIN: I think most of the
20 overheads are going to be out of the materials. There
21 has been a couple of them that have been prepared like
22 this which have not.

23 Maybe we can mark this as an exhibit, Mr.
24 Chairman.

25 THE CHAIRMAN: Okay. Exhibit 415.

1 ---EXHIBIT NO. 415: Overhead.

2 MR. FREIDIN: Okay. If you would like to
3 proceed, Mr. Armson.

4 MR. ARMSON: Just to recapitulate
5 briefly, Mr. Chairman. I have emphasized here the
6 three attributes of the pools, the fact that they are
7 normally prepared in relatively large amounts, the
8 amount within the soil, the amount within the
9 vegetation, for example, they are relatively - and as I
10 say, I emphasize the relatively aspects -- relatively
11 static. They are changing.

12 Sometimes they can change very
13 dramatically, but we tend to view them as temporary,
14 not static, but more that way. And the form, nature
15 and location become extremely important; where are
16 they - and just think of this very simply - where are
17 they in relation to the root system of the vegetation.

18 If you have a lot of nutrients and the
19 plants are in a position where the roots can't absorb
20 it either for physical or other reasons, then there is
21 not much use to the plants.

22 Can you hear me?

23 THE REPORTER: Yes.

24 MR. ARMSON: In terms of the fluxes, as I
25 said the concentration and the rate of movement become

1 important. A simple example: If a plant in growing
2 has a certain need for nitrogen, phosphorus, whatever,
3 and that needs to be expressed in terms of the demand,
4 a rate, leaves are unfolding, they are growing. If
5 they are going to unfold and become normal shape and
6 size it needs so much nitrogen.

7 If the root system, which is in the soil,
8 is absorbing nitrogen but for whatever reasons the rate
9 at which that root system can absorb it is not equal to
10 the rate which the plant is demanding it, then you have
11 an imbalance and a stress occurring. So the rate can
12 become extremely important. If the plant's rate of
13 need is low and the flux is low, then they may be quite
14 well imbalanced.

15 We would say -- you might say: Well,
16 there is a very low rate of supply, but if the need is
17 not high or higher than that, then there is not a
18 problem.

19 It is a dynamic situation, it is
20 changing, changing over time, sometimes very rapidly,
21 and as I indicated, it is dependent on many factors, a
22 large number of which are associated with the soil
23 because this is where the root systems are in absorbing
24 nutrients and also temperature-dependent, not only
25 because of the fact that the chemical processes of

1 weathering are temperature-dependent, but because much
2 of the biological activity in these pools, in the soil
3 for example, in the decomposition of organic material
4 and the release of nutrients, those organisms are
5 also -- their activity is temperature-dependent.

6 When we attempt to measure the size of
7 the pools and the flows between pools, one of the ways
8 we usually look at it is in terms of inputs; what is
9 coming into the pools and what is being lost from them,
10 and this poses some very difficult questions.

11 The inputs, for example, can be seen -
12 and I will show some illustrations of this - as coming
13 basically from the atmosphere and also from the
14 weathering, bringing up from lower geological materials
15 up from the top. That's one way of looking at it. But
16 we get into the problem in trying to measure that of
17 determining absolute amounts that may be there but it
18 may not be the absolute amount, you could have a lot of
19 something, but the amount that can be weathered or is
20 available becomes much more critical.

21 The rates of those transfers, therefore,
22 become extremely important and that is where we have a
23 lot of difficulty in quantifying that. We can often
24 look at it, look at situations and from certain
25 definitive measures then make some -- I would say,

1 deduce some possibilities about the relative amounts
2 between absolute levels knowing other factors, but it
3 is very difficult to quantify all the elements and the
4 rates within this, and I will say more about that.

5 MR. FREIDIN: Q. And just one question
6 before you go on. You say that there may be difficulty
7 in measuring the absolute number and it may be that the
8 amount available was an important factor. What's the
9 difference between this absolute number and the amount
10 available?

11 A. Well, we could, for example, measure
12 the total amount of nitrogen in the forest floor, the
13 surface organic layers, and that may be "x" number of
14 tonnes per hectare, we can do that. But in fact in
15 terms of a plant or another organism there that is
16 dependent on nitrogen, most of that nitrogen, virtually
17 all of it, may be unavailable; it may be in a form that
18 the plant cannot absorb.

19 In other words, if the nitrogen is tied
20 up in proteins, in organic material and they are not
21 broken down, they are not decomposed, then an organism,
22 a plant, a young seedling or vegetation may in fact be
23 rooted in a large amount of nitrogen and suffer very
24 severe deficiency of nitrogen.

25 Again, I want to finally emphasize the

1 matter of looking at forest vegetation, any kind of
2 vegetation and looking at nutrient supply in terms of
3 demand and availability. And here we have to take into
4 account that the needs or the demands are changing over
5 time, they are changing not only within a growing
6 season. For example, as a tree is making its major
7 height growth - usually for conifers early in the
8 season, June, maybe early July - there is an extension
9 of the tree, there are new needles that are being
10 extended and so forth. That is when the demand is
11 highest. It will be growing certainly through the
12 balance of the season. We have a very high demand
13 early in the season.

14 Now, nutrient supply, water supply can
15 become very critical at that time. Also, as a tree
16 increases in size or as vegetation increases, we can
17 make the point in general. The crown -- the tree
18 vegetation not only increases in size, it increases its
19 amount of foliage, it expands its crown, we would say,
20 and as it does that, it is increasing its demand. So
21 that over time as a young forest grows, we see it
22 increasing its demand for nutrients and also for water.

23 If we look at a particular given forest
24 system, the soil -- physical soil does not change
25 dramatically over a matter of time, not unless there is

1 some major disturbance and by that I mean a
2 catastrophe. It is a sand plane -- it's a sand plane,
3 clay area.

4 The forest floor changes over time,
5 changes over decades, there is an addition of litter on
6 them. So that when we look at the forest or the area
7 of vegetation at one instant in time, if find we one
8 that is five years old, the demands -- the relative
9 supply and demands are quite different than if one were
10 to look at them in terms of that same stand when it is
11 30 years old, 40 years old, 60 years old and so on.

12 So there is a progression. So that if we
13 say: What is the nutrient supply and capacity of a
14 soil at any time, if we are looking at it in terms of
15 timber management, we look at it in terms of the state
16 of the vegetation at that time and what it will become.

17 And that is what I am referring to here
18 in terms of the rates of demand and supply and one can
19 look at those again in terms of both an absolute and a
20 relative measure.

21 Q. Now, Mr. Armson, you used two terms
22 in your last point that you made - and I don't want to
23 get too far ahead because I know you are going to be
24 dealing with them - but perhaps, you used the term
25 forest floor and you also spoke about the addition of

1 litter.

2 Perhaps you could just sort of, in a very
3 brief way, describe what you are talking about there
4 and we will deal with it perhaps in more detail later?

5 A. Yes. The forest floor is the surface
6 organic accumulation that occurs in forests and it
7 comprises normally the material that comes from the
8 vegetation itself which we call the litter, the leaves
9 that come down in the fall or during the year,
10 branches, twigs, anything in fact that arrives at the
11 surface of the soil we term litter, maybe from lesser
12 vegetation..

13 That material undergoes some degree of
14 decomposition. It may be very little or it may be a
15 large amount, but it is on the surface of the soil and
16 that is that forest floor.

17 Sometimes, Mr. Chairman, you will hear,
18 and perhaps have heard in previous panels, reference to
19 the word used called duff, d-u-f-f, and foresters
20 commonly talk about the duff. What they are talking
21 about is actually the forest floor.

22 Q. Okay.

23 MR. MARTEL: I can't find it in the
24 dictionary, I looked.

25 MR. ARMSON: I think, if I may, Mr.

1 Chairman, the forest floor is a much more accurate
2 term. Something you walk on on the surface of the
3 soil.

4 MR. FREIDIN: Q. Now, Mr. Armson, can
5 you tell me are the pools -- all right, let's deal with
6 this one first.

7 MR. ARMSON: Mr. Chairman, this is an
8 overhead but it is the same although it is coloured, it
9 is the same that is in the evidence package, I think it
10 is Figure...

11 MR. FREIDIN: Q. Figure 10, I think at
12 page 46?

13 A. What I have attempted to do here is
14 to portray, in a schematic way, the pools that one
15 would normally associate with a forest and to indicate
16 the kinds of -- I shouldn't say kinds, but the
17 movements or the fluxes that can occur between those
18 pools in the forest.

19 I mentioned that the input -- the major
20 source of input is atmospheric. This is sometimes not
21 appreciated - perhaps sometimes it is appreciated to
22 too great a degree in urban areas - but in the forest,
23 in the boreal forest there is continually through --
24 via the rainfall, a considerable input of certain
25 nutrients.

1 One of the ones is nitrogen and it is
2 associated primarily with electrical storms. Nitrogen
3 compounds are created and reach the surface of the
4 earth via the rainfall and that is one of the key
5 inputs and that can amount -- and it varies depending
6 upon the location within the world, but it is something
7 of the order of 10 to 20 kilograms per hectare or
8 roughly something about the same amount in pounds per
9 acre.

10 The bulk of the nutrients, however, are
11 held in the soil pool which I indicated on the left of
12 Figure 13 at the bottom. In the slide it is coloured
13 brown, but it is to the left and that is, I think,
14 where we commonly would say that is the source of the
15 nutrients for the plant that is growing.

16 The nutrients within that and I won't
17 describe the -- within the evidence there is a listing
18 of those elements that are required as essential, some
19 are required in larger quantities than others, but the
20 plants in this case schematically shown in the case of
21 the forest there is a tree, an understorey, there is an
22 uptake. Plants absorb nutrients, so there is a flux;
23 there is a movement of nitrogen, phosphorus, calcium,
24 potassium, magnesium and so on down the line via the
25 root systems primarily and taken up by the trees and

1 enter into the physiological process as it grows.

2 Now, once within the tree there are two
3 things that can happen to it: It can either remain and
4 in fact many of those elements will be recycled within
5 the tree. Nitrogen can move from an older tissue to a
6 younger tissue. This commonly happens in most of our
7 forest species, certainly the conifers. Nitrogen from
8 three-year old needles will be translocated, moved back
9 into buds and bud tissue and then becomes in fact
10 supply.

11 So there is a recycling going on within
12 the organism. This even happens in hardwoods and when
13 leaves are yellow -- the different colours in the fall,
14 part of that is due to the movement out of nutrients,
15 certain nutrients from the foliage, let's say, the
16 maple tree into the twigs and bud tissue.

17 Some of those nutrients will not be
18 recycled but will be returned via litter, which is the
19 most obvious one, but there are two other ways that
20 nutrients are lost from that vegetation pool, the tree.
21 It can be washed out of the tissues that are exposed to
22 the air and to precipitation. If it is washed out of
23 the foliage, and certain elements are very susceptible
24 to this, then we talk about it as crown wash or
25 throughfall.

1 In other words, it is just as if you had
2 a rag with -- a moist rag with certain chemical
3 elements in it and you put it under a showerhead and
4 underneath the rag if you were to put a bottle catch
5 it, we would say we are washing out some of the
6 elements out of that rag. Potassium is an element that
7 is noted for this. It is an element that does not
8 normally occur in an uncombined -- doesn't enter into
9 the tissues of plants, it is there usually in a free
10 form and be readily washed out.

11 Another way in which we have return is
12 stemflow. Water comes down the bark -- the bark of
13 most trees has higher concentrations, much higher
14 concentrations of nutrients than the wood and that can
15 be due to the -- so there is a return to the forest
16 floor and to the soil from the forest, both in the form
17 of litter, but also to a lesser extent in the form of
18 stemflow and crown wash.

19 Now, there is just a point that I would
20 make here in terms of the form - and here we are
21 speaking of physical form. The water that contains the
22 nutrients, particularly in stemflow, flows down the
23 stem and then along the root system into the soil. So
24 that it is a very direct and rapid feed, if you like,
25 to the other -- to the point of the plant which is

1 absorbing the nutrients. Whereas when it comes down in
2 the form of litter, it has to go through usually a
3 rather complicated set of decomposition processes.

4 This similar type of uptake is, of
5 course, going on for other vegetation other than the
6 tree vegetation, the understorey vegetation, mosses,
7 all of those organisms are absorbing from the soil or
8 from the forest floor itself which would be the case of
9 the mosses -- in many of the mosses and, again, it
10 would be recycled within that understorey vegetation.

11 One of the characteristics of the pools,
12 if you like, of the understorey is that in most forests
13 that is a minor pool compared to that which is in the
14 forest itself. But in certain conditions, when a
15 forest breaks up under natural causes or when there are
16 disturbances which allow for -- for example, by the
17 removal of the forest cover by what means - one means
18 or another - that understorey vegetation can be very
19 significant usually for a short time and I would -- and
20 we will return to this, but one example would be the
21 very lush and luxurious growth that can occur in the
22 understorey after a fire.

23 We recognize that as one of the
24 characteristics of that major disturbance is a very
25 lush growth of the understorey and subsequent forest

1 redevelopment. So we have an uptake and we have a
2 return again in the form of litter primarily. And from
3 the forest floor we have movement to the soil pool
4 again where many of the processes of weathering and so
5 on take place.

6 Q. Now, Mr. Armson, you refer to the
7 understorey. Could you describe in general terms what
8 you mean by understorey?

9 A. The understorey comprises the
10 vegetation which is not part of the forest vegetation,
11 it is not part of the woody species, the tree species.
12 It therefore comprises mosses, herbs, herbacious layer,
13 shrubs and indeed often in many -- in a young forest it
14 may -- in many young seedlings of tree species. One
15 could have in the understorey young balsam fir, young
16 pine and so on.

17 Q. Is part of the understorey woody?

18 A. Yes. Oh, yes. In our forests the
19 largest component in most instances would be woody;
20 mountain maple shrubs, hazel. These would be shrubs
21 that normally are of the order -- height growth, grow
22 to a height of -- alder would be another one, woody
23 alder would grow to a height of four, five, six or
24 eight feet.

25 If I may, Mr. Chairman, they are the type

1 of thing that when you are walking through the forest
2 make you mad.

3 Q. And non-woody shrubs; blueberry,
4 raspberry they are part of the understorey?

5 A. They are part of the understorey.

6 Q. Okay. Can you advise, are these
7 pools and the fluxes between pools the same in forests
8 everywhere?

9 A. No.

10 Q. Could you explain sort of the major
11 differences that would exist?

12 A. Well, the major difference that would
13 exist would be, for example, species. If you have a
14 conifer species which retains its foliage, then the
15 pool size will be different with respect to not only
16 the fact that it is a conifer versus a deciduous tree -
17 and there are obvious differences there - but even
18 within conifers or within hardwoods there are
19 differences in terms of the pool size for trees of the
20 same size.

21 In other words, what I am saying is this:
22 If one were to take a maple tree of a certain size or
23 balsam fir and one were to look at the concentration of
24 nutrients, of certain nutrients within it one would
25 find -- we find that there are certain species which

1 tend to have larger concentrations of certain nutrients
2 or nutrients generally than others.

3 I have an overhead which is I believe
4 from Panel 10 that will illustrate this and this is...

5 Q. Page 224.

6 A. 224.

7 THE CHAIRMAN: Mr. Freidin, are we going
8 to exhibit Panel 10's witness statement at this time?

9 MR. FREIDIN: Perhaps you could reserve a
10 number for those as well. I don't have a clean copy.

11 THE CHAIRMAN: Okay. Panel 10, Volume I
12 can be Exhibit 416A, and Panel 10, Volume II can be
13 416B.

14 MR. FREIDIN: 416?

15 ---EXHIBIT NO. 416A: Witness Statement for Panel 10,
16 Volume I.

17 ---EXHIBIT NO. 416B: Witness Statement for Panel 10,
 Volume II.

18 MR. FREIDIN: Q. I think you were
19 talking about these pools and fluxes being different
20 depending on species.

21 A. Yes. In terms of species, Mr.
22 Chairman, the figure that you have from page 224 in
23 Panel 10's evidence shows a series of histograms for a
24 number of species; aspen, balsam fir, red maple, red
25 pine, white birch, white pine and white spruce.

1 And each of the five sets of histograms
2 there are for a different element and the one on the
3 top left that I have on the screen is for calcium, one
4 on the top right is magnesium, the one in the middle on
5 the left is for potassium - that was the element that I
6 referred to earlier as being present normally in very
7 uncombined form and, therefore, subject to movement -
8 and the one to the middle at the right is for
9 phosphorus, and at the bottom, one for nitrogen.

10 And this is merely to illustrate that
11 those different species, in terms of the amounts which
12 are measured on the vertical axis which is the
13 concentration here in milligrams per gram, that you
14 will notice that there are certain species in terms of
15 calcium, for example balsam fir and aspen, and to the
16 right white spruce, tend to have higher concentrations.

17 And if you look at each one of those sets
18 of graphs for the five elements you will see that for
19 four of them; for the calcium, for the magnesium, for
20 the potassium, and the phosphorus, although they are
21 not identical, there tends to be a pattern with aspen
22 and balsam fir and white spruce tending to have the
23 higher concentrations.

24 With nitrogen it is a little different
25 with --but again balsam fir shows that. And this is

1 what I mean, we could go on through a number of species
2 and you could say: Well, it all depends on where they
3 are growing and so on. But those general
4 characteristics and, very generally, we think of
5 hardwood species, deciduous species as having higher
6 demands generally than I think as was evidenced here by
7 aspen in particular, a higher demand; white birch
8 inbetween and so on, and conifers tending to be lower,
9 but there are many many differences.

10 We know, for example that white cedar has
11 a very high requirement for calcium. So it is just to
12 point out that there are these species differences.

13 Q. All right. And just leave that on
14 for a second. We will revisit this I guess a little
15 later on in your evidence.

16 A. Yes.

17 Q. And as we look at that particular
18 figure from page 224, it indicates the concentrations
19 in these various species. Can you make any direct
20 linkages in terms of demand? In other words, you have
21 one there that has a high demand in one of those
22 nutrients. Does that means it has a high demand for
23 that has well?

24 A. We would infer from this that the
25 demands would be higher. Yes, we would infer that.

1 Q. Okay, thank you. Now, still sticking
2 with the pools and the fluxes between pools, you have
3 now just -- you have indicated how the pools can be
4 different in terms of the pool which is represented by
5 the tree itself.

6 Can you advise me whether the pools and
7 the fluxes between pools - and we are talking about
8 nutrients - is different or whether it is the same in
9 all parts of the world; forests in all parts of the
10 world?

11 A. No, it will not -- if I can answer
12 that in this way: We talked about vegetation which is
13 really the demand side, there are differences there.

14 But soils are different; in other words,
15 the nature and amounts of nutrients within the soil can
16 be quite different depending on the type of soil
17 whether it be, for example, a clay of a certain type,
18 whether it be a sand - and not only that, because those
19 descriptions refer only to particle sizes - the nature
20 of the minerals within either clay or sand, so on,
21 those are important factors.

22 So we can have soils which, because of
23 the geological origin, may be very high in calcium or
24 they may be very high in phosphorus because of the
25 minerals which occur in those rocks. Now, that doesn't

1 necessarily mean because they are high in them in terms
2 of an absolute sense that they may be high also in the
3 supply sense. We often anticipate that or we look for
4 that, but it doesn't necessarily follow. So the nature
5 of the soils.

6 The third factor would be - and this you
7 referred to earlier, Mr. Freidin - and that is the
8 climate and that affects it in two ways. First of all,
9 I referred to atmospheric input. In certain regions of
10 the world, the atmospheric input either as a result of
11 natural phenomena - and I referred to lightening storms
12 and so on - or to the occurrence of particulate dust
13 particles in the soil -- in the atmosphere, these can
14 be sources of input; in other regions of the world they
15 may be relatively minor.

16 But more specifically, in terms of other
17 regions of the world, we are looking at temperature and
18 moisture factors which can control or influence very
19 dramatically the rates of other biological activities.
20 The decomposition, for example, of the forest floor.

21 An example of that would be where we, in
22 the area of the undertaking, talk about the forest
23 floor as what we commonly see. There are areas in the
24 world under forest where a forest floor virtually does
25 not exist. In other words, the litter as soon as it

1 reaches the surface of the earth is virtually
2 decomposed, in fact it is often decomposed before it
3 hits the ground and these would be in subtropical and
4 tropical areas where the pool size within the soil
5 system and, more particularly, the forest floor is very
6 very minimal. And the implication of this is, of
7 course, that the fluxes are normally very, very rapid
8 there so that anything that interferes can be quite
9 significant there as compared to an area where you have
10 a large pool size and a relatively lower flux.

11 Q. Does the fact that you have
12 changes -- I am sorry, if I interrupted you.

13 A. I was just going to say -- add to
14 this that, there I have been referring to the effect of
15 temperature and moisture on decomposition of organic
16 material changing in fact the pool size of the forest
17 floor, but the temperature and moisture regimes within
18 different climatic areas also affects the weathering of
19 the inorganic, the mineral soil particles.

20 So that, again, with the same pool size,
21 if you will, with the same material in a climate of
22 relatively low temperature or periods of -- major
23 periods of low temperature and so on the rates of
24 chemical weathering will be much less and, therefore,
25 the fluxes will be much lower.

1 Q. The forests that we are talking about
2 usually experience a winter period as opposed to
3 forests in many other parts of the world. Does that
4 fact have anything to do, or any connection with
5 nutrients and, perhaps more generally, productivity of
6 the site and natural renewal?

7 A. Yes, it does. Where you have high
8 rates of flux and low pool sizes, as in warmer
9 climates, the rates of growth of the vegetation are
10 normally correspondingly greater. Anything that
11 interferes with the flux, a disturbance which disrupts,
12 if you will, that movement then can have a very major
13 impact; whereas in areas where we are looking at
14 nutrient cycles where you have considerable bodies of
15 reserves of nutrients in pool sizes, particularly in
16 the organic areas, forest floor in particular, there
17 the impact of a disturbance - it can be great and
18 significant - but by and large the fluxes are low and
19 the impact of a disturbance there, although variable,
20 it can be positive, negative or have very little, but
21 the tendency there is for it to be buffered, the system
22 is buffered.

23 In other words, if you take all of the
24 vegetation away from a soil with no forest floor and so
25 you have only the residual soil - and in many of these

1 areas they are old soils, been highly weathered, they
2 do not have a high level of the fertility - when you
3 remove all the vegetation and just leave it, then you
4 have a relatively infertile situation.

5 If you remove vegetation from a soil
6 where you have a forest floor, a relatively young soil,
7 the weathering has not gone on - partly because it is
8 young, partly because the periods of temperature and
9 moisture have not been conducive to - you have a large
10 body of reserve and although the rate may be relatively
11 low, there is a large body of nutrients held there.

12 And that is the situation which we have
13 fortunately in most of the northern hemisphere and
14 certainly within the area of the undertaking.

15 I think perhaps as an analogy I might use
16 this one: If you had a series of investments and you
17 had investments which were bringing very high rates of
18 return on a daily basis and something happens to them,
19 then your cashflow is sort of gone. If you have a
20 large amount of inherited bonds at 4 or 5 per cent, you
21 can lose a certain amount of that, the rate of flow is
22 much lower, but you have still got the capital and it
23 isn't producing very much but it is producing
24 something.

25 I think if the Board takes that analogy.

1 We are looking really at rates and we are looking --
2 which could be an analogy to interest, and we are
3 looking at capital and we are looking at how that
4 affects your -- I guess I would say, your state of
5 well-being in a financial way.

6 Q. And I just want to make it clear or
7 have it clear, Mr. Armson, which type of situation in
8 terms of these nutrients and these pool sizes and flux
9 exist in the boreal and the Great Lakes/St. Lawrence
10 forest that we are dealing with in this undertaking?

11 Are they an area which has, as you
12 indicated in one -- you said considerable body of
13 reserves?

14 A. Yes.

15 Q. Where does it fit into the analogy
16 that you use in terms of the banking?

17 A. It fits in with a rather large estate
18 inherited which has a relatively low return rate, rate
19 of investment in terms of the soil which is young,
20 which is not severely weathered chemically, that is, it
21 has investments in the forms of forest floor, which are
22 partially decomposed which change their -- can change
23 their rates of decomposition depending on various types
24 of disturbance, but in fact are there.

25 And it also has, if I may say, when we

1 remove the forest pool, the tree pool there is, in most
2 instances, a smaller but significant pool in terms of
3 lesser vegetation which exists there and which may in
4 fact increase in size once the other is removed.

5 Q. All right. And we will be talking
6 about that particular situation where you remove the
7 tree pool later on in your evidence?

8 A. That's correct.

9 Q. Now, using the analogy, if you wish,
10 the forests in the area of the undertaking, where do
11 they fit in in terms of their ability to recover or to
12 withstand disturbance and continue to be productive?

13 A. The forests in the area of the
14 undertaking, the vegetation, but more particularly the
15 commercial tree species, are species which are
16 essentially adapted, biologically well adapted to
17 regrow either from seeds or by vegetatively after major
18 disturbances, whether they be natural - and that is
19 normally held the species obviously evolved under those
20 conditions - but also with respect to the major
21 disturbances that we may bring about in the forest;
22 that is, by the removal, for example, of the trees,
23 total removal of those trees.

24 Q. One moment, please. And what about
25 the ability of the forest in the area of the

1 undertaking to recover from those kind of disturbances?

2 A. Our forest -- I am sorry if I --
3 these species are adapted to recover, to regrow, as I
4 say, either from seed or from vegetative growth and
5 reoccupy the area. One may not necessarily be the same
6 species that was there before, but that is consistent.

7 And if the Board will recall in -- I
8 believe it was Panel 3, the evidence from Survey of
9 Artificially Regenerated Areas indicated that the
10 regrowth of commercial tree species was a common
11 feature.

12 Q. Now, in Panel No. 2, Mr. Armson, you
13 spoke of the dynamic agents of change, both natural and
14 man-made, and this perhaps may be a bit of a -- cause
15 you to repeat a little bit of your evidence or perhaps
16 summarize it, but with those dynamic agents of change
17 aside - let's just put them aside for the moment - are
18 there things which can affect this nutrient cycle that
19 you have referred to?

20 A. Yes. I have indicated, for example,
21 that the rates of decomposition are a key factor. If
22 there is a relatively high - and I don't by that mean
23 all the litter is decomposed rapidly within one year -
24 but if the rates of decomposition are higher, or if
25 they become higher because of some change in

1 temperature or moisture relations, then the flux of
2 nutrients will change. It will normally -- the supply
3 of what we would term available nutrients would go up.

4 The nature of the organic material itself
5 is important. If, by whatever circumstance, the
6 species changes - and it does normally by
7 successional - normal in a forest area that is not
8 necessarily disturbed area, there is a change, both in
9 the nature and the amount. As the species change
10 within that, that may change and normally it does
11 change to some degree the level of, or the state of the
12 flux for various nutrients.

13 I mentioned the temperature which affects
14 it and the moisture obviously, these are factors and
15 the timeframe over which this occurs is a critical
16 factor. That if there are only short periods when
17 temperature and moisture are suitable for more rapid
18 decomposition, then there will be less decomposition.

19 These are all factors that are in many
20 ways inter-related but can affect the amount and
21 availability of nutrients in any given situation.

22 Q. All right. And in terms of the pool
23 constituted by the forest floor, you indicated that it
24 decomposes?

25 A. Yes.

1 Q. And is there a relationship between
2 temperature at the forest floor and that decomposition?

3 A. Yes, there is. Well, temperature and
4 moisture; because decomposition is dependent on those
5 two factors, insofar as they affect the activities of
6 the micro-organisms which bring decomposition about, I
7 would suggest to you it is a very much like a compost
8 pile. If you have suitable moisture and temperature
9 and, of course, a supply of nutrients to the
10 micro-organisms themselves, then they will perform the
11 function of composting or rendering litter in effect
12 into humus much more rapidly than if it is in a
13 situation where it is either dry or dry and cold. So
14 that those temperature effects are key ones.

15 And I would suggest to you also that when
16 there are disturbances, whether they be natural or
17 man-made, one of the effects often by -- if those
18 disturbances result in removing vegetation, is to
19 change the temperature and moisture relations
20 particularly in the forest floor and, therefore, the
21 decomposition.

22 Q. Thank you. Mr. Armson, do all
23 foresters understand the principles about pools and
24 fluxes that you have just described?

25 A. Well, in their university education

1 it is normal for them to be exposed to it in a course
2 on forest soils. How much they retain afterwards is
3 another matter, but they are certainly exposed to it,
4 yes.

5 THE CHAIRMAN: Wouldn't they have to
6 pass?

7 MR. ARMSON: Yes, it is obligatory.

8 MR FREIDIN: Q. And would they
9 understand the workings of the nutrient cycle and the
10 relationship between pools and fluxes to the extent
11 that perhaps someone with your qualifications would?

12 A. No.

13 MS. SWENARCHUK: Mr. Chairman, excuse me
14 for interrupting this early, but surely this witness is
15 not in a position to describe how other people
16 understand...

17 THE CHAIRMAN: Speculation, although you
18 may...

19 MR. FREIDIN: Q. Well, let me put the
20 question this way: It is expected that practising
21 foresters would understand the relationship between
22 pools and fluxes and all of the mechanisms that cause
23 things to change in the same way that someone with your
24 qualifications would?

25 A. No, I would not expect it.

1 Q. Why not?

2 A. I would think that their daily
3 activities are directed to other matters, more direct
4 matters and that the concept of pools and fluxes and
5 certainly those words wouldn't be in their minds at the
6 time when they are viewing an area for -- assessing it
7 for possible harvest and so on.

8 They would look at -- they would see
9 things there that would relate to it, but I don't think
10 they would think about it in quite those terms.

11 Q. So could you answer this question
12 then: Do foresters actually measure the cycle, by that
13 I mean actually quantify the rate of decomposition and
14 that sort of thing for specific sites when they are in
15 the field making silvicultural decisions?

16 A. I am not aware, when I have been out
17 with them, of any of them doing it in that sense, no.

18 Q. And, again, do you believe that it is
19 reasonable that they do not make those kinds of
20 calculations?

21 A. Yes.

22 Q. Can you advise: How would a forester
23 take the scientific principles that you have described
24 into account when they are managing the forest if the
25 forester doesn't actually measure and quantify all of

1 these relationships?

2 A. Well, there are three, perhaps four,
3 but certainly three attributes of the forest that I
4 think any field forester, any forester when he goes
5 into a field looks at. It is just an automatic thing.

6 They look at the trees, obviously. One
7 of the features that they look at is not only the
8 species, but the dimensions and, in particular, the
9 crowns are one of the most obvious things and it is
10 part of the ongoing, I suppose, body of a professional
11 that when you look at the trees and you look at the
12 crowns you are looking at features that may not be that
13 obvious to others.

14 For example, if I - and I would dare say
15 virtually all foresters - were to look at two stands of
16 trees; same species, same general size but they
17 differed in terms of the density of the crown, the
18 amount of foliage, then that would be something that
19 they would recognize right away, very thin crown,
20 sparse crown. Now, that in a sense is a key to a pool
21 size. So it is an observation that is made that can
22 have a number -- you can make a series of deductions,
23 rightly or wrongly about it.

24 If it has a small crown if it is a
25 conifer then you, as a forester, suspect there is

1 something going on here, if you follow me without going
2 in --.

3 I mentioned earlier the importance of the
4 forest floor. The word the foresters use is duff. I
5 think there isn't a forester I know that I have been
6 out with that doesn't at one stage in the field
7 visitation stick his toe into the ground and kick it.
8 He may not have a shovel, but he looks at the forest
9 floor and he looks at the lesser vegetation, not in
10 terms of the detail of the species, but he looks at it
11 in terms of the nature, the thickness of the floor or
12 the amount of lesser vegetation and, in doing that, he
13 is looking in effect at what we would call pools.

14 He is also normally looking at the soil
15 itself, what kind of soil is it. But they are usually
16 in terms of texture, just the physical attribute: Is
17 it a sand, is it bouldery, stony, is it a clay or a
18 silt and what are the moisture conditions there; is it
19 wet, dry, so on. These are common ways, they are
20 observations that I would suggest that most foresters
21 going in to the field look at and assess in their own
22 particular way.

23 And in so doing, they are in effect
24 assessing - they may not think of it this way - they
25 are assessing attributes that I would look at in terms

1 of pool size, for example, nutrients.

2 Q. Mr. Armson, could we go through those
3 again and perhaps you could indicate the type of
4 deductions or the actual deductions that a forester
5 would be able to come to as a result of some of these
6 observations.

7 The first one you mentioned was the
8 density of the crown. You said that was a key to pool
9 size. What sort of deductions could one make based on
10 that observation?

11 A. Well, it would be the density and
12 that also would be related to colour. If, for example,
13 one were looking at the foliage of spruce and there
14 were, let's say, a less dense crown and also there
15 were -- the foliage tended to be yellowish, then
16 immediately I think any forester would deduce that
17 there was something going on. They may not be able to
18 pinpoint it, but a most probable explanation, a most
19 probable, would be some nutrient would be involved in
20 causing that.

21 Q. And with that observation and that
22 deduction, could silvicultural decisions be made,
23 reasonable silvicultural decisions be made as to the
24 effect of that or what you might want to or have to do?

25 A. I think normally the next step would

1 be to look at a situation in which that particular
2 forest was growing and from the forester's standpoint
3 attempt to come at a most probable reason for it being
4 thin crown and discoloured in a certain way. And that
5 may or may not be something that would necessarily
6 occur to a particular individual, but that's what they
7 would normally look for, the cause for that.

8 Yes?

9 MRS. KOVEN: In terms of silvicultural
10 planning though, if you saw a stand that looked like
11 that you probably wouldn't spend a lot of money
12 planting on it?

13 MR. ARMSTRONG: That's right, or if you
14 were looking -- for example, there was a period which I
15 spent in the field with foresters looking for those
16 various kinds of stands to see how we could in fact
17 improve the growth, improve the foliage by in fact
18 adding nutrients to the situation.

19 In certain parts of the world in forestry
20 that is a very common thing, you look for stands of
21 that type and you then treat them with the element that
22 is considered to be deficient. We don't do that in
23 Ontario on an operational scale.

24 MR. MARTEL: I was just going to ask
25 that, if you do it much. My understanding is you don't

1 do much of it in Ontario.

2 MR. ARMSTRONG: No. We have had a number
3 of operational trials in various areas, in the area of
4 the undertaking, particularly in the late 1960s and
5 early 1970s, but that is not an operational thing, for
6 the major reason that we do not in fact have
7 significant areas where we have observed these
8 deficiencies in existing stands to any major degree.

9 This is not to say that stands that exist
10 out there could not be treated with additional levels
11 of nutrients and have increased rates of growth.
12 That's another matter.

13 Coming back to the original question
14 about the silvicultural implications, if that stand
15 were to be harvested - Ms. Koven's question here - then
16 I would think that the forester in looking at it -- for
17 example, if there were a very limited forest floor,
18 which could be one of the reasons for whatever cause,
19 would then look to either putting a species on it, if
20 he wishes to regenerate it, one which would have a
21 relatively low demand for what he considered to be the
22 deficiency.

23 And the best example I can give you is
24 that if the stand that were there were spruce which has
25 a relatively higher demand for nutrients than jack

1 pine, then the silvicultural decision that would flow
2 would be: Well, maybe we should regenerate this with
3 jack pine which can grow relatively well on low level
4 fertility rather than try and reintroduce spruce to
5 this particular area. I think that is the best example
6 I could give you of a silvicultural decision really.

7 MR. MARTEL: Can I ask another question.
8 Mr. Freidin asked you if the average forester
9 understood all of the things that you outlined for us
10 here today, but in early evidence from Mr. Kennedy, in
11 particular, we talked about the eco-systems and the
12 manuals or the books being prepared for people.

13 Is that what all that's leading to, you
14 are preparing those types of material so that the
15 forester won't have to know that specific material but
16 can refer back to - without taking all the calculations
17 or attempting to do so; is that what the purpose of
18 that is?

19 MR. ARMSON: Yes. The purpose of, for
20 example, the eco-system that was referred to by Mr.
21 Kennedy, the classification that is, there were a
22 series of what were called operating groups or types
23 and these had implications in terms of fertility and
24 moisture supply.

25 And that is correct, yes, the foresters

1 within that region would then become familiar with
2 those types.

3 MR. FREIDIN: Q. And would silvicultural
4 guides be something which are available as a tool to be
5 used by foresters which would address Mr. Martel's
6 question?

7 A. Yes, very much so. The Silvicultural
8 Guide for Spruce does in fact do that.

9 Q. And following along then from the
10 question from Mr. Martel, is there certain science --
11 scientific knowledge incorporated within management
12 tools like silvicultural guides and forest eco-system
13 classifications?

14 A. Yes. Over time there are research
15 studies, scientific reports, various kinds from various
16 areas, but especially those from the general area of
17 the undertaking or this broad forest area and those are
18 ongoing.

19 They add to our knowledge and these are
20 in fact the kinds of information which become related
21 then to existing experience, become related and in the
22 evolution become incorporated into guidelines such as
23 the one I mentioned.

24 I would also mention here, Mr. Freidin,
25 that that is one of the reasons why within the

1 Ministry - and I referred to this in an earlier panel -
2 the technology development units were specifically put
3 in place to form a bridge, if you like, between the
4 results from the scientific community and the
5 scientific community itself and the field and forest
6 managers, whether they be Ministry or industry, and to
7 form that bridge to further both the identification, if
8 you like, of problems and bringing to those problems
9 the appropriate scientific expertise,

10 And also from the results of scientific
11 endeavors to translate that, if you will, into what
12 seemed to be the appropriate understanding and manner
13 in which those findings could be transformed to
14 application in the field management.

15 Q. Mr. Armson, during one of the scoping
16 hearings - and I believe it was Panel 9, but I don't
17 think it is that important - the solicitor for the
18 Ministry of the Environment posed a question. He said:
19 Whether the database available to the Ministry of
20 Natural Resources is adequate to allow the principles
21 of nutrient and hydrologic cycle to be applied at the
22 field level when making timber management decisions;
23 that is, how do you apply nutrient cycling information
24 and information regarding the hydrologic cycle to make
25 decisions?

1 That was his question, that was his
2 concern and have you addressed that in whole or in
3 part?

4 A. I believe I have addressed much of
5 that. What we are doing, it is always ongoing. Yes,
6 we are dealing with whatever is available and at the
7 present state I would consider that it is adequate to
8 make the decisions that we have to currently for our
9 timber management.

10 But we always have to pursue and obtain
11 greater knowledge and there are some areas where
12 those -- that knowledge is less than we would desire.

13 Q. Now, would it be reasonable or would
14 it be counterproductive to put into a silvicultural
15 guide all of the science, explicitly put in all of the
16 science which leads to the type of direction which is
17 actually contained within them?

18 A. It would not be reasonable, in my
19 view, it would confuse and confound rather than
20 clarify.

21 Q. In terms of those silvicultural
22 guides, do you believe that the need to actually refer
23 to the guide for guidance is affected in any way by
24 experience?

25 A. The guides in themselves cannot

1 address every situation that occurs in the forest. The
2 management forester in any management unit or situation
3 is the one that has to do that.

4 The guides, therefore, can provide a
5 synthesis - and this is what we have I believe done
6 quite effectively - of not only the scientific
7 information and put it in terms that are
8 understandable, but they have also synthesized the
9 level of expertise and experience that exists at the
10 time that those guides are put together.

11 In the guides that the Board will be
12 viewing - and the spruce guide is the one specifically
13 we are referring to here - there were, in fact, a
14 contribution came from field foresters as well as from
15 the scientific area.

16 Q. And in terms of the need to actually
17 refer to those guides, would you expect that the degree
18 to which one would actually need to refer to those
19 guides vary as between a first-year forester and a
20 forester who had 10, 15 or 20 years' experience?

21 A. Yes, I would. Both would refer to
22 it, both would refer to it obviously in the light of
23 their own either greater or lesser experience, but
24 certainly a younger forester, I would expect, would
25 refer to it to a much greater degree.

1 MR. FREIDIN: Mr. Chairman, if the Board
2 and the parties do not have the Spruce Silvicultural
3 Guide with them, this would be a convenient time for a
4 break. I wanted to ask just a couple of questions
5 about that guide.

6 THE CHAIRMAN: Do you have the exhibit
7 number on that?

8 MR. FREIDIN: Yes, it is Exhibit 382.

9 THE CHAIRMAN: 382. Okay. We will break
10 for 20 minutes.

11 ---Recess taken at 10:25 a.m.

12 ---Upon resuming at 10:50 a.m.

13 THE CHAIRMAN: Thank you. Be seated,
14 please.

15 MR. FREIDIN: Q. Now, Mr. Armson, just
16 before the break we were talking about the
17 silvicultural guide and documents like that which
18 provide direction to field foresters, and we talked
19 about certain scientific things like the nutrient cycle
20 and the hydrologic cycle being built into or implicit
21 in some of those documents.

22 Could you, by reference to Exhibit 382
23 which is the Silvicultural Guide for the Spruce Working
24 Group, show how in fact direction given in a
25 silvicultural guide would be based on the science of

1 nutrient cycling?

2 A. Yes. If the Board would take the
3 guide and turn to page 54. On page 54 --

4 Q. Just take a second here, let me
5 get -- okay.

6 A. And I would refer the Board to the
7 second last paragraph on that page and that is the
8 paragraph that begins with the words:

9 "Shallow and very shallow sites..."

10 Q. Perhaps we should just read through
11 that.

12 A. And I will read through it.

13 "Shallow and very shallow sites require
14 careful site preparation to achieve the
15 desired results and to maintain site
16 productivity. Mineral soils or partly
17 decomposed materials must be exposed to
18 provide suitable seedbeds or planting
19 sites but..."

20 And this is the important part:

21 "...but removal of the organic layer
22 should be minimized to retain nutrients.
23 on these sites and on deeper soils
24 intermittent hatch, scarifiers and
25 trenchers have proved effective."

1 So you have in that paragraph the bringing into it of a
2 knowledge about nutrients in a very simple sense and
3 also you are bringing into it some experience. The
4 last sentence refers to the type of equipment that has
5 been found effective.

6 MRS. KOVEN: Is that unique to spruce
7 working groups, or is that the sort of -- that seems
8 like standard knowledge that you would find in all the
9 silvicultural guides?

10 MR. ARMSTRONG: That would probably be --
11 in similar words perhaps would appear in some of the
12 other guides, yes, certainly in terms of jack pine or
13 white pine. That is true, Ms. Koven.

14 MR. FREIDIN: And we will be making those
15 silvicultural guides available if requested as the new
16 ones come out.

17 Q. I understand there is another
18 example, perhaps you could direct us to on page 55.

19 But before you leave that, would there be
20 some sort of chemical or more complex explanation as to
21 why doing those things would have the effects that are
22 suggested?

23 MR. ARMSON: A. Well, first of all, the
24 admonition here is the removal and that is in fact:
25 Don't take away or remove the pool.

1 Secondly, it also is talking about, if
2 you like, the disturbance of this which they don't say:
3 This is going to increase the decomposition, but that's
4 in effect what will happen. But the key thing here is
5 removing the pool size which is the organic layer.

6 Q. And the example on page 55?

7 A. Yes. On page 55 there is another
8 example and this is related to -- it is under the
9 page -- it is under the 3.3.1.2 titled: Prescribed
10 Burning, and the last paragraph after the bullet points
11 in the middle of the page talks about prescribed
12 burning and you will note that in the last sentence it
13 says:

14 "Nutrients are mineralized by fire which
15 may enhance growth."

16 This is a reference to the fact that from both studies
17 and -- scientific studies and observations, the burning
18 of organic material - I think the Board would
19 appreciate - this results in ash and the ash is very
20 high in soluble nutrients, particularly calcium,
21 magnesium and those nutrients, to some degree
22 phosphorus.

23 Q. And so in that particular case we
24 have direction in the first part of the paragraph with
25 a very short sort of explanation perhaps as to why that

1 direction is given? Is that what appears there?

2 A. Yes. It is giving the direction that
3 if you do this then you are going to increase, in
4 effect, the supply of nutrients, certain nutrients to
5 that vegetation.

6 Q. Thank you.

7 MR. MARTEL: Can I ask a question? It
8 says:

9 "Prescribed burning is effective site
10 preparation tool on all sites except for
11 very shallow soils..."

12 Okay, I had misread that, except for.

13 MR. ARMSON: Yes.

14 THE CHAIRMAN: I take it, Mr. Armson,
15 that where there is scientific literature that will
16 support some of these propositions, that would be
17 contained in the references in the guides, so that the
18 forester could go to the actual source document; is
19 that correct?

20 MR. ARMSON: In not all cases -- no, that
21 is not correct.

22 THE CHAIRMAN: Okay.

23 MR. ARMSON: Much of the scientific
24 literature upon which this is based, there is a
25 considerable body in the bibliography, but there may

1 well be scientific studies which have become
2 incorporated but which are either not readily available
3 or of a nature that a forester who is reading it would
4 have difficulty in accessing it.

5 These are the more commonly available --
6 and I think you will see that the majority of the
7 material that is listed here is from Ministry
8 publications, from publications of the Federal Research
9 Agency and of journals that are normally Canadian
10 journals either of Botany, of Forest Research, or the
11 Forest Chronicle which is a publication of the Canadian
12 Institute of Forestry.

13 So this is the material that a forester
14 could normally access would...

15 MR. FREIDIN: Those references commence
16 at page 69 of the silvicultural guide.

17 Q. Thank you, Mr. Armson. Now, we have
18 been speaking primarily about a situation where you are
19 discussing the nutrient cycle in a non-disturbance
20 environment. And, Mr. Armson, what happens if you
21 introduce disturbance - and I am going to limit the
22 question to disturbance through dynamic natural agents
23 of change - into the situation that you have described
24 to this point?

25 A. Well, if I might, there are three

1 natural disturbances that the Board has heard discussed
2 and indeed has had descriptions and examples cited in
3 previous panels.

4 Now, the first one is fire, the second
5 one would be insects, and the third would be wind. And
6 if I might just very briefly elaborate what, in a
7 general sense, the effects of those three major
8 disturbances would be.

9 Q. That is on the nutrient cycle?

10 A. This is on the nutrient cycle. Yes,
11 this is strictly on the nutrient cycle. And if I may,
12 I will refer to it in the sense of pools that are lost,
13 changes in flux and the dynamics that go on.

14 So with the fire the most obvious thing
15 is the removal of one of the major pools; that is, the
16 vegetation itself, it is burnt, it is consumed. And
17 much of the nutrients, a significant part are lost.
18 The nitrogen is lost into the atmosphere, so there is a
19 net loss of nitrogen from that pool.

20 Much of the other nutrient content of the
21 pool; calcium, magnesium, they are all in the form of
22 organics, is in fact converted to ash readily
23 available, water soluble which either goes off into the
24 atmosphere and is distributed off in many, many --
25 great distances from the source of the fire, or it is

1 left on the forest floor, or what is left of the forest
2 floor, because the fire consumes that because it is
3 also a fuel.

4 So the net result is to reduce almost
5 totally the pool that would exist in the vegetation
6 prior to the fire. There is a net loss -- a major net
7 loss of nitrogen from that pool, there is also a loss
8 of other elements but there is a significant movement
9 of those from that pool to the surface of the soil.

10 In terms of the forest floor - and there
11 have been quite a number of studies, one of which I
12 conducted some years ago - from natural forest fires
13 that occur with a frequency of once every 50 years, 70
14 years, something of that order in our area, in the area
15 of the undertaking but also in other areas of boreal
16 forest-type conditions under natural fire,
17 approximately one half of the thickness of the forest
18 floor is consumed. Now, that is an average. There are
19 conditions where more or less may be consumed, but that
20 I think is a very consistent observation.

21 Therefore, the ash from that material
22 which is consumed of the forest floor is again added,
23 or part may be lost into the atmosphere because of
24 winds. The ash then from the pool of the vegetation --
25 the ash that remains from whatever has been consumed

1 from the forest floor then is water soluble and then
2 can be retained in a chemical sense and we say
3 available as - and here I'm sorry, I have to use - an
4 exchangeable ion.

5 What it means is the element in an ionic
6 form can be retained on a complex - I'm sorry here -
7 but within the soil, what remains of the organic or
8 what may be within the mineral layer; in other words,
9 it is held, but much of it is lost in terms of water --
10 precipitation may wash it off on the surface or it may
11 move through the soil and not be retained and
12 eventually go to join the groundwater.

13 So the net result of a natural fire is to
14 reduce those two pools, to convert the elements in it
15 into a different form and, in fact, a very available
16 form, some of which will be readily available.

17 Now, this means - and I referred to this
18 earlier - that if the fire occurs at a time of year
19 when revegetation can occur, then the new vegetation
20 has the advantage of a relatively large supply of
21 available nutrients. And this is why after a fire,
22 particularly in late spring or early to mid-summer
23 fire, we often have a tremendous lush growth of
24 herbacious and small woody species. In fact, that is
25 the -- and that is why in the silvicultural guide,

1 after a prescribed burn, it has somewhat the same
2 effect; it can render nutrients more available.

3 So that is the result from the fire in
4 terms of the two pool sizes. The fire does not
5 directly affect the pool size of nutrients within the
6 soil, the mineral soil itself only insofar as more ash
7 is added and may move through the soil.

8 Q. If I might, perhaps an obvious
9 question, but you say that the consumed vegetation the
10 trees and the understorey will remain on the site in
11 the form of ash.

12 A. That's correct.

13 Q. And are there nutrients in that ash?

14 A. Yes, the major nutrients are those
15 which we have referred to: calcium, magnesium,
16 phosphorus would be the three major ones and they, of
17 course, have other effects other than just being there
18 in terms of being available for uptake.

19 Q. And the nutrients that you spoke of
20 interacting with this exchangeable ion--

21 A. Yes.

22 Q. --are some of those nutrients the
23 nutrients in the ash?

24 A. Yes. Calcium and magnesium and
25 potassium, for example, is another one. They are

1 associated with it.

2 Q. And when a forest floor decomposes
3 through the process that you described before where it
4 heats up just even naturally, does that same process
5 that you referred to occur?

6 A. Yes, the normal effect of
7 decomposition of litter, of the forest floor, is by the
8 largely microbial activity, that there is a breakdown
9 of the tissues and a release in two ways, both as a
10 byproduct of the decomposition; that is, nitrogen in
11 the form of ammonia can be produced which is -- we are
12 all familiar with, that is what happens in stables and
13 so on manure piles. You can smell the nitrogen -- the
14 ammonia what is contained in the nitrogen.

15 And also the microbial population - and
16 this is perhaps not well understood - the microbial
17 population itself increases in size and, therefore, it
18 recombines those nutrients, particularly phosphorus and
19 calcium and nitrogen into its own body system, but the
20 microbial population has a very rapid cycle of return
21 bacteria, fungi and they in turn are broken down.

22 So you go through stages of
23 decomposition, if you will, in the breakdown of the
24 forest floor, but there is a continual release. It is
25 a much more gradual release - I think this is where the

1 timeframe or duration becomes important - the provision
2 of nutrients after a fire is a very rapid -- there is a
3 large flux, we would say some of which will be lost,
4 some of which will be retained.

5 When you have the breakdown of the forest
6 floor, when that is -- that decomposition, there is
7 normally a much slower, more gradual release and it
8 goes in fact through several stages so that the
9 opportunities, if you will, for loss are much less.

10 Q. And when you say that there is a
11 provision after a fire - the provision after a fire of
12 nutrients - you say there is a large flux. How does
13 the amount of available nutrient differ from after a
14 fire as opposed to prior to the fire?

15 A. Well, there is a much larger amount
16 of nutrients, not nitrogen, but of the other nutrients
17 available immediately following a fire.

18 MS. SWENARCHUK: I didn't hear that, I am
19 sorry. Could you repeat that?

20 MR. ARMSON: Oh, after a fire --
21 immediately following a fire the ash contains a large
22 amount of nutrients in an available form; not nitrogen,
23 excluding nitrogen.

24 MRS. KOVEN: Does the airborne ash have
25 an effect on the canopy around the location of the

1 fire.

2 MR. ARMSON: Normally - and again I am
3 not an expert in fires and movement - but the airborne
4 material normally, yes, it can have a local effect, but
5 with large fires this often exists over many tens,
6 hundreds, if not thousands of kilometres. When the sky
7 turns red in the daytime after a large forest fire and
8 you can see that 50 or a hundred kilometres away, what
9 you are looking at is suspended materials and that is
10 ash.

11 MRS. KOVEN: Mm-hmm.

12 MR. ARMSON: That is then deposited when
13 rainfall elsewhere and this is a very common movement,
14 if you like, for major movements of nutrients. It is
15 quite an interesting phenomenon and can - in fact, many
16 scientists believe that it is responsible for changing
17 the acidity, for example, of lakes at some distance. A
18 fairly similar analogy to so-called acid precipitation,
19 except this is basic precipitation.

20 MRS. KOVEN: Mm-hmm.

21 MR. FREIDIN: Q. And Mr. Armson, can you
22 advise: Does the increase in available nutrients after
23 a fire, as you have described, play any role in the
24 revegetation of the site after a fire?

25 A. Yes, it does. And I referred earlier

1 referred earlier to the timing and this, I think, is a
2 key feature. If the fire occurs at a period of the
3 growing season where revegetation can take place, then
4 one of the, I suppose you would say, roles of the
5 revegetation is it can trap, if you like -- it can
6 absorb rapidly the nutrients that are there.

7 If the fire in the same forest were to
8 occur at, let's say in September or even later months
9 but certainly in the fall, then the revegetation in our
10 climate will not occur or be very minimal and,
11 therefore, there is a much greater opportunity for loss
12 over the period of the fall with rains and so on of the
13 nutrients that are there.

14 And we have had examples in this province
15 of major fires over -- in the history of the province
16 that have been in the fall, though most occur in the
17 spring and early to mid-summer. So that the fire in
18 the same stand at different times of the year can have
19 quite different effects.

20 Q. Okay. And perhaps you can deal
21 with -- were you going to deal with the other two
22 dynamics; agents of change -- the natural agents of
23 change...

24 A. Oh yes. I mentioned insects.
25 Normally we wouldn't think of the levels of insects,

1 insect pests in the forest as being a major factor, but
2 where we have infestations such as spruce budworm in
3 the coniferous forest or insects which -- there is like
4 the tent caterpillar in the Great Lakes/St. Lawrence
5 region which consume, in certain periods, certain years
6 large quantities of the new canopy of a forest.

7 Then what it is doing is removing that
8 pool from that forest estate and converting it into
9 insect mass which may ultimately appear as moths and so
10 on and, therefore, be dissipated in that sense. But
11 also it converts it to another form which is left in
12 part in the residual -- in the situation, in the form
13 of what the etomologist calls frass which is the
14 droppings really of the larvae.

15 So you have a removal of the pool in the
16 crown canopy and a conversion into both insect biomass,
17 if you will, and in terms of the droppings on the -- so
18 that is one example. We don't normally, I think,
19 associate that, and I am not myself aware of any
20 particular studies that have attempted to quantify that
21 change. There may be, but I am not aware of them.

22 The other natural disturbance that, and
23 quite visibly changes the location and nature of the
24 pool size is wind. And although this, in a sense, is
25 perhaps somewhat more limited and the extent often is

1 less, but there have been major wind disturbances.

2 Northwestern Ontario particularly is
3 susceptible. There was one I believe last year I think
4 in the June period and certainly over the years there
5 have been a number in northwestern Ontario where very
6 large areas have been windblown or windthrown.

7 So what happens then is that the pool of
8 forest -- the forest pool of nutrients in the trees is
9 suddenly put in a different location, it is down to the
10 ground or very close to the ground. So you are
11 building a large -- you are enhancing the forest litter
12 but, in this sense, you are also depositing on top of
13 the litter and you have changed then the relationships.
14 And this is -- I have used the term, it is something
15 like we call a green manuring, if you take cuttings off
16 your grass and put it on your garden - we use the term
17 green manuring. Well, this is in effect just putting
18 all the nutrients in vegetative form back down onto the
19 soil where they then will decompose more rapidly
20 because the trees are dead.

21 Q. Are there any observations that you
22 believe should be made in terms of the flux in relation
23 to those last two natural dynamic agents of change?

24 A. Well, in terms of the insects there
25 is very little. As I said I am not -- I don't know of

1 any specific scientific studies. I think that -- it
2 would be my opinion that the changes there, the
3 droppings of the insects would normally be material
4 that is more readily available. So in that sense, the
5 flux would be enhanced, but not in a dramatic sense
6 such as with in terms as it would be in ash from the
7 fire.

8 In terms of the windthrow situation, the
9 only way that that large mass of material, vegetative
10 form on the ground can be transformed is by
11 decomposition and there it will be a slow, relatively
12 slow process. It will take normally many years for
13 that to decompose totally, but it is a slow process as
14 compared with fire which is a very rapid
15 transformation.

16 Q. Okay. Now, is the change to the
17 total nutrients on the site, say as a result of fire, a
18 net gain a net loss, or no change?

19 A. With fire there is always a net loss.

20 Q. And in terms of site productivity,
21 can you advise whether having that net loss of
22 nutrients is positive or negative, can you generalize?

23 A. No. It could be positive, it could
24 be negative and it could bring about no change. And if
25 I might explain that.

1 Where there is, as I suggested to the
2 Board, in the natural forest under fires that occur in
3 that situation, the net loss does not result in lowered
4 productivity. The frequency of the fires -- the fires
5 occur every several decades - 50, 60, 70 years - and
6 under those conditions, there is no evidence that the
7 productivity has in fact been lowered by the -- in
8 terms of the nature of the stand. In fact, if
9 anything, we have evidence that the initial growth is
10 enhanced by virtue of the ash, as I have explained.

11 Where we note reduced productivity - and
12 we can measure this in terms of growth and we also can
13 identify it with much reduced pools, residual pools of
14 nutrients - is when after one fire we then have a
15 second fire that will occur on the same area within
16 something of the order of 10 or 15 years. This is
17 again documented and I have personally documented this.
18 What happens is that the new pool that has arisen from
19 the first fire, the young stand of jack pine, black
20 spruce, poplar which in fact is growing very vigorously
21 as a result of that first fire, constitutes a fuel mass
22 in the first few years which is very close to the
23 ground, there is another fire.

24 You get usually extremely hot fires
25 because of this dense fuel mass near the ground and

1 then not only that is lost but whatever is left of the
2 forest floor from the first fire is often consumed. So
3 that you have, if you will -- you have had a net loss
4 from the first fire, but the system -- the forest floor
5 and the amounts of nutrients that are left, result in a
6 rapid regrowth. Then you hit it again, if you will,
7 with a fire, takes out the residual pool - there is
8 some ash but there is also some more loss - and the
9 loss then and the residual pool size are diminished to
10 the point, in most instances, where the regrowth that
11 occurs is limited by availability of nutrients. And
12 this is a very common occurrence when you have a double
13 fire within the first 10 to 15 years.

14 After that time, when the fire occurs say
15 20, but more particularly 30 or 40 years, there has
16 been a litter fall return over that three decades. The
17 canopies have moved up. Yes, you will have a hot fire,
18 but it tends to revert more to the condition of a first
19 fire, if you will, when though there is a net loss you
20 have enough ash and you have enough built-up forest
21 floor.

22 Those are the conditions under which you
23 would either have no change or a major change in
24 productivity.

25 Q. All right. And would you agree that

1 what you have just described could be described as an
2 explanation of the significance of frequency and
3 intensity of a change?

4 A. Very much so.

5 Q. And knowledge of that sort of effect
6 or significance is knowledge which can be used in terms
7 of making sort of human decisions about what you want
8 do in the forest?

9 A. Not only can be, but it is.

10 MR. FREIDIN: May I have one moment, Mr.
11 Chairman.

12 Q. Now, you have given an example of how
13 the frequency and intensity of a disturbance can have a
14 different effect. In my opening I have referred to two
15 other concepts, if you will, magnitude and duration.
16 Could you perhaps speak to those two concepts in terms
17 of what differences they might make in terms of effects
18 on the forest estate?

19 A. Yes. I think in the two examples I
20 gave the Board, one of fire and the other of insects,
21 the magnitude, and if I could refer the Board to Panel
22 2 when I in the evidence provided illustrations of the
23 growth of the budworm epidemic in terms of insects and
24 the many hundreds of thousands of hectares that were
25 areas of major defoliation. So there is an example of

1 magnitude.

2 The other example, the fire - if the
3 Board will recall I had a large photograph of the fire
4 that occurred in Red Lake I believe in 1986, the Red 7
5 fire - and that was an area of several hundred thousand
6 hectares and, again, that is an order of magnitude of
7 an area of the forest in which the pools, if you like,
8 or the flux changed very dramatically and those
9 obviously can be contrasted with the areas of
10 disturbance by other causes; wind for example, which
11 tends to be more local and is not as large, although it
12 may occur over several hundreds - perhaps a thousand or
13 two, but several - you are dealing with an order of
14 magnitude of hundreds.

15 The other factor duration. Fires may in
16 fact - and again I am not an expert witness - but fires
17 may be fires that move very rapidly through an area
18 because of climatic differences, wind and so on and,
19 therefore, burn less. The duration of the fire may be
20 such that less of the pool is consumed, even of
21 standing vegetation. In other instances it may be very
22 intense -- not only an intense fire, but burn more
23 slowly.

24 So those are the ways in which, in terms
25 of both fire and insects, the magnitude, the intensity

1 would occur.

2 Q. Okay.

3 THE CHAIRMAN: Mr. Armson, did I
4 understand you to say that in most of the area of the
5 undertaking most areas -- most stands will be visited
6 by fire about once every 70 years?

7 MR. ARMSON: The frequency of fire in the
8 natural forest was of the order of 70, a hundred years
9 somewhere. It will vary with the conditions but, yes,
10 that is the origin of our forest.

11 THE CHAIRMAN: And does that cover the
12 whole forest or will there be stands that are
13 completely exempted from this process?

14 MR. ARMSON: Oh, there will be stands
15 that will be missed and when I say that, it obviously
16 doesn't cover the area of the undertaking in any few
17 years, it is over a period of 70 to 80 years that this
18 occurs.

19 In fact, we look at that kind of a
20 frequency in terms of -- when we looked at our
21 age-class distribution of most of our boreal species,
22 as Dr. Osborn showed you, most of that has resulted
23 from fire naturally, but also then, in more recent
24 years, the last 50 years from the protection of certain
25 areas of the forest against fire.

1 MR. FREIDIN: Q. So the figure you gave
2 of every 70 years or approximately, that is in a
3 situation without fire protection?

4 A. That's right. That is a natural one.

5 Q. Okay.

6 A. I wouldn't suggest it was exactly 70,
7 but it is of an order of magnitude of 70 or a hundred
8 years or something like that.

9 THE CHAIRMAN: You are referring to
10 totally natural fire?

11 MR. ARMSON: Natural conditions, that's
12 right. There will be areas and stands the fire will
13 miss for geographic or other reasons, but that is the
14 general sense.

15 MR. FREIDIN: Q. Now, that general
16 observation as to the frequency of fire in the
17 natural--

18 A. That's right.

19 Q. --setting, was that evidence meant to
20 apply to both the boreal and the Great Lakes/St.
21 Lawrence forests?

22 A. The frequency in the Great Lakes/St.
23 Lawrence would be somewhat longer, there would be a
24 longer time interval, I would suggest, because of
25 the -- and the areas that are burnt would be somewhat

1 smaller because of the nature of the natural
2 vegetation, the broad-leaf species and so on being less
3 prone.

4 MR. MARTEL: In your material that was
5 prepared, did I get the correct impression that if you
6 don't have some of this material burnt because of your
7 practices of fire prevention now, that in fact that can
8 be detrimental?

9 MR. ARMSON: Yes, that is an appropriate
10 inference. In fact it is -- if in our situation -- in
11 our climatic situation, particularly in the boreal but
12 also to a large degree in much of the Great Lakes/St.
13 Lawrence, the rate of decomposition of the forest floor
14 under natural conditions is much less than the rate at
15 which material is being added to it.

16 So in fact what we find when we look at
17 the older stands that have been missed by fire, where
18 the frequency is 200 years or something greater, in
19 fact what we find is a build-up of the forest floor of
20 poorly decomposed material and this locks into the pool
21 a large amount of unavailable nutrients. So that in
22 fact as we - and it has some other consequences too I
23 may say - that as that goes on, the productivity, if we
24 use that term, of those areas becomes less, unless
25 another major disturbance comes through.

1 As a result of poor decomposition, the
2 forest floor becomes more acid, there is a host of
3 ancillary activities that then go on to in fact render
4 it less productive.

5 MR. FREIDIN: One moment, please.

6 Q. Okay. Mr. Armson, I would like to
7 now move into the area of human disturbance. Can you
8 advise what happens if the disturbance is through human
9 activity? Are the effects different than the ones that
10 you have described as a result of natural disturbance?

11 A. For the most part the effects differ
12 not in absolute terms but in the degree and by that I
13 mean, that where a fire -- where insects may consume
14 the crowns or the tree forest, harvesting can remove
15 all or part, where a fire can result in increased
16 availability, as was noted in the silvicultural guide a
17 prescribed burn can result in increased availability in
18 mineral nutrients.

19 Where we do not burn but we in fact
20 harvest and expose the area as it might be exposed by
21 windthrow, or by in fact insects demolishing totally
22 the crowns of trees, the foliage, so that increased
23 temperature, increased moisture at the forest floor
24 level can occur so that decomposition is increased --
25 the rate of decomposition increases, then there will be

1 a change in the availability of nutrients related to
2 that decomposition -- those decomposition processes.

3 So that those are all related. When we
4 site prepare an area by disturbing the forest floor, we
5 are breaking it up. This is commonly results in fact
6 in increasing the rate of decomposition it is a
7 well-known -- that has been known in the forestry world
8 from the 19th Century on. And we know that that then
9 creates, as I say, a greater availability of nutrients.

10 When we, by some means, remove part of
11 the pool size, sometimes the surface layers which are
12 poorly decomposed, and expose the lower part of the
13 forest floor which is better decomposed then we have
14 not only a better seedbed physically in many ways, but
15 we allow the roots immediately to get to an available
16 nutrient supply.

17 There are many, many ways in which the
18 disturbances which relate to natural conditions are not
19 mimicked exactly, but we have parallels which differ
20 maybe or may not differ in terms of the processes but
21 certainly may differ in the intensity, the magnitude,
22 the duration over which they occur.

23 Q. And from that answer could you
24 advise: Is there any relationship between clearcuts
25 and natural disturbance in terms of frequency or

1 magnitude?

2 A. Yes. In relation to fire and
3 insects, which I would suggest are the two major ones
4 that we are dealing with, obviously the magnitude of
5 clearcuts in relation to natural fires and major
6 infestations of insects such as the budworm and the
7 tent caterpillar, the magnitude is much less in terms
8 of clearcutting than it is in terms of those
9 infestations.

10 In the intensity there may well be a
11 removal in terms of clearcutting, an absolute removal
12 of the forest vegetation. There is normally with fire.

13 The duration. There we referred to the
14 duration, frequency of fire in the natural forest, 70
15 or a hundred years. That is very close to really the
16 kind -- the types of rotation ages that we are looking
17 at under management. Certainly we are looking at 60
18 years and upwards for virtually all the area within the
19 undertaking, mostly 70 years and better.

20 In terms of repetition of fire, however,
21 we are not clearcutting areas in 10-year cycles or
22 20-year cycles or anything approaching that. So the
23 cycling, the periodicity between the time of
24 clearcutting and the next clearcutting is an interval
25 close to that of the natural fire when you don't have a

1 second burn.

2 Q. Just a moment, Mr. Armson. What
3 about the -- can you make any comparisons between
4 natural disturbance and man-made disturbance through
5 timber managment activities in terms of
6 controllability, your ability to control the frequency,
7 the intensity, the magnitude and the duration?

8 A. Well, the activities under timber
9 management are part -- flow from both a planning
10 process and, if you like, controls of implementation
11 that are quite different from the natural events.

12 The decision where to harvest, the extent
13 of the harvest, the time of the harvest or any of the
14 other activities, for example prescribed burning. I
15 referred to the differences in effect when you have
16 natural fires occurring at different times in the year.
17 Obviously, with prescribed burning, the time of setting
18 the fire, and the degree to which the intensity of the
19 fire, duration, that is under a high degree of control.

20 In terms of site preparation, other
21 activities, the control is again there in terms of
22 when, how, and to what intensity the forest floor may
23 be disturbed and, therefore, decomposition or
24 accelerated decomposition brought about.

25 If I might, there is one other factor

1 that I would suggest is commonly overlooked and isn't
2 dealt with in any detail in the evidence, but the size
3 of the pool as it relates to the density of the stand
4 is an important factor.

5 Very simply put, if a natural forest of
6 jack pine has something of the order of 2,000 stems to
7 the hectare at age 60, for example, we would regard
8 that as an extremely dense stand.

9 If we were putting a new stand in place
10 and, in fact, we may not be looking to that type of
11 density, we would look at a smaller number of
12 individuals -- smaller density.

13 And I believe we have endeavored - and
14 the Board will hear more about this in a subsequent
15 panel in the tending and thinning of stands so that you
16 in fact reduce it.

17 So what you are doing, in effect, then is
18 changing both the size of the pool and also the demand
19 for nutrients. This is a factor that is often mitted
20 in many considerations.

21 Q. Now, in terms of nutrient cycle, Mr.
22 Armson, I understand that there has been in the past
23 concern or questioning about the relationship between
24 human disturbance and continued site productivity?

25 A. That's correct.

1 Q. And could you perhaps provide some
2 background, historical if you will, to that particular
3 concern?

4 A. Yes, I can. I will be very brief in
5 this.

6 The history within forestry of concern
7 about site productivity essentially - and it was
8 initiated in the mid-1800s in Germany where we often
9 think of forestry sort of in its current sense,
10 developing - and in the mid-1800s, there was -- in fact
11 there was published a German, I believe by the name of
12 Hier published a book on forest growth as it related to
13 what we would think of as site or soil conditions.

14 And he related it primarily to the nature
15 of the geological materials, where there were soils
16 that were developed from limestone, they were more
17 productive and beech and so on grew there and over here
18 there were coarser soils, gravels and pine and so on.

19 What then happened was that in the period
20 in Europe, and particularly in Germany and France, but
21 I would suggest Germany was the best example, the
22 intensive use of forest for two purposes -- well, three
23 purposes: One for what we would think of as normal
24 industrial use; that is lumber, timber and industrial
25 fuel, by means -- you in effect cut the trees off just

1 as we do now.

2 But on top of that there was a very great
3 and intensive use of the forest for firewood, fuel wood
4 by the rural inhabitants and also - and this may
5 sound - by the rural inhabitants of the litter of the
6 forest floor primarily for bedding use in animals, with
7 animals in the stable. And there was a tremendous
8 amount of litter picked up annually, both in the form
9 of twigs and branches and so on, and the actual
10 needles, particularly the conifers, and that was
11 removed.

12 And after some time, I would suggest it
13 must have been several decades, it became evident that
14 this was having an effect on the growth of the existing
15 stands, there wasn't something for a new stand. And it
16 also happened to be a period of tremendous burgeoning
17 knowledge about what effects plant growth, and
18 particularly soil fertility. In other words, there was
19 a kind of a coalescence in here.

20 And, as a result of that, a great deal of
21 attention was paid to the -- and also the methodology
22 for doing chemical analysis really came into play in
23 the late 19th Century.

24 So these three factors: The knowledge
25 about soil fertility and relationships particularly to

1 agricultural crops; the tremendous removal of forest
2 floor material, particularly from stands in Germany,
3 managed stands; and the ability to measure nutrients.
4 And as a result of that, there were a number -- many,
5 many studies and a very famous text by a German by the
6 name of Abramier who documented the loss.

7 This was one of the -- probably the first
8 documentations of someone attempting to measure what
9 was in trees, what was in the forest floor, what -- he
10 had difficulty in assessing the mineral soil, but how
11 much was being removed and where was it going.

12 It very quickly transpired - and this I
13 don't think needed a great deal of - if you keep
14 removing litter, the annual return from the vegetation,
15 then sooner or later you are draining the pot, you are
16 in effect taking your capital away from your
17 investment.

18 So there were a series of -- and I can't
19 be too specific, but in the late 19th Century a number
20 of the German states brought in laws prohibiting
21 peasants, rural people from in fact taking out litter
22 and taking out branches from the forest.

23 So that was the first point at which
24 there was a real concern about what we would say
25 nutrients - they didn't use the word pools - and

1 cycling within the forest.

2 Subsequent to that, and particularly in
3 North America, there was very little concern about
4 nutrients because what we were -- as I explained to the
5 Board in Panel 2, we were in a period in the turn of
6 this century, and up until the middle part certainly,
7 in a period of exploiting a natural forest which was in
8 fact rich in pools and the nature of the pools, both
9 trees and understorey vegetation.

10 What we did have during this period,
11 however, were studies related to the putting in place
12 of forests both in North America and in Europe --
13 western Europe, United Kingdom, parts of Holland and
14 other countries, but particularly the United Kingdom,
15 of putting in place - and Denmark, I should say, is
16 another country - putting in place forests back on
17 areas that had been, maybe centuries before forested -
18 and, in our case, we didn't have to go back that long -
19 the forest cover had been removed, the area had been
20 transformed from a forest use to an agricultural use
21 either by cultivation or by grazing.

22 And the example, again, I would refer the
23 Board to is the one I showed in Panel 2 of the pines
24 that were cut in southern Ontario outside the area of
25 the undertaking, particularly on the lighter soils, on

1 the sands, they were farmed primarily for wheat, they
2 were farmed out, the fertility was lost. Keep in mind
3 that these had been burned areas that were cleared and
4 burned and cultivated.

5 They then were, because of the nature of
6 the soils, subject to wind and water erosion so that
7 the upper weathered portion of the soil was removed and
8 these were areas, both here in southern Ontario and in
9 parts of the upper lake states, were areas that were
10 then considered barren. There were attempts in the
11 1920s and 30s to reforest them and, in fact, the
12 reforestation was extremely successful, particularly
13 with species of relatively low nutrient requirements
14 such as red pine. These are the red pine forests, of
15 much of southern Ontario.

16 In certain areas, not to a large degree
17 in Ontario although we did have some examples, but in
18 upper New York State there were -- some of the growth
19 of the pine was poor, it had thin crowns, it has
20 discoloured foliage. And there is a very classic set
21 of studies that have -- and I mean that in the true
22 sense, that were initiated by a Professor Heiburg from
23 the State College of Forestry at Syracuse on potassium
24 deficiency in the areas of these sandy soils in New
25 York State. And it was potassium, because

1 interestingly there, they had not only cut the trees
2 and then burned all the residual material, but the ash,
3 instead of being left, had been exported. We are
4 familiar with the term pot ash, but it was one of the
5 first cash products essentially of the early pioneering
6 and early settlement. So the soil was denuded.

7 The red pine forest came in and there was
8 an interest then. But by and large, in terms of the
9 natural forest, there was very little interest in
10 nutrient availability some, but very little, until with
11 the mechinization of harvesting as it occurred not only
12 here, but elsewhere in North America and also in
13 Scandinavia, with the mechanization and the fact that
14 we had operations that were occurring throughout the
15 season.

16 It wasn't only a question of harvesting
17 trees in the winter, it was harvesting them in the
18 summer and you get quite different effects in terms of
19 affecting pool size. If you just think about it, when
20 you harvest a tree in the winter time and it is frozen,
21 there are a lot of branches break off at the top and go
22 to the forest floor as compared to the summer if you
23 are taking it out.

24 So there was the mechanization, the
25 removal and the degree of removal. And so I would

1 suggest that, particularly beginning in the late 60s,
2 but mainly into the 70s and 80s there had been a
3 plethora of scientific studies dealing with how much is
4 removed from a forest when you extract "x", "y" or "z"
5 amounts of the pool, what happens when you prescribe
6 burn.

7 There are many, many studies on the
8 effects on the soil of prescribed burning, particularly
9 in the southeastern United States where it is a very
10 common and major form of site preparation. So there
11 has been a tremendous development of scientific studies
12 on nutrients and how nutrients are affected in forest
13 conditions by silvicultural activities, by harvesting
14 particularly since the 1970s.

15 MR. MARTEL: This almost calls for then,
16 Mr. Armson, a leaving of a certain amount of slash in
17 the forest then when you are harvesting?

18 MR. ARMSON: Not necessarily, Mr.
19 Martel. One of the, I think, conclusions that comes
20 out is that again it all depends. If the amount that
21 you were removing in the harvest, and given that you
22 were removing -- let's say, you are removing all the
23 tree side, that may be a significant amount, may be
24 many hundreds of tonnes per hectare, let's put it that
25 way, or kilograms per hectare, but if the pool size

1 that is in the forest floor is large too, and if the
2 pool size in the soil, the mineral soil was large, then
3 in fact what you are removing -- consider that what you
4 are doing is removing an amount over a period of, let's
5 say, 60 to 80 years, that amount may in fact not be
6 large in relation to the total capital that you have,
7 and it certainly may have no effect on the rates of
8 flux that come from that capital.

9 And that's really -- you have gone to the
10 crux of the question: What is this amount in any given
11 situation. And the problem that we have, the real
12 problem that we have is that endeavoring to determine
13 the flux, the rate at which nutrients are coming out of
14 the mineral soil or from the forest floor - there we
15 have a little better - is very difficult and in fact we
16 have not been able to address it properly.

17 MR. FREIDIN: And as I indicated in my
18 opening, Mr. Martel, we will be addressing the logging
19 method of full-tree harvesting where slash is not left
20 in the bush. So we intend to deal directly and perhaps
21 in a little bit more detail with the very specific
22 matter that you have raised.

23 Q. Dealing with that particular matter
24 then, Mr. Armson, you indicated that the activity of
25 harvest using mechanized equipment was a catalyst for

1 perhaps a renewed or heightened interest in this
2 relationship between biomass removal and site
3 productivity.

4 A. Mm-hmm.

5 Q. Panel No. 10, Mr. Oldford in
6 particular, will be dealing with the various logging
7 methods used in Ontario. But I understand the evidence
8 that you are going to be giving about full-tree
9 harvesting, I understand that it is going to be
10 necessary for you to step on Mr. Oldford's toes a
11 little bit and give a brief explanation of the logging
12 methods which are used -- commonly used in -- well, are
13 used in the area of the undertaking?

14 A. Yes. And, again, I am not a
15 competent authority on logging, but I think generally
16 as a forester I understand the three methods.

17 There are three. The first one is the
18 so-called shortwood and that is, in effect, a system
19 whereby the trees are harvested, the stems are then cut
20 into some fixed length, four-foot wood, eight-foot
21 wood, sixteen-foot wood so on and the residual -- there
22 is usually a residual amount of stem with too small a
23 diameter and the crowns are then in effect left.

24 So that in the shortwood system only a
25 portion of the bole is being removed in fixed lengths

1 and the bole wood, of course, contains relatively
2 little amounts of nutrients. The bark contains some
3 but bark, of course, doesn't constitute a large bulk or
4 mass of what is removed.

5 Q. The bole wood being...?

6 A. The bole wood being the stem, the
7 stem.

8 Q. Okay.

9 A. So the net result -- and again, Mr.
10 Martel, if one looks at that, without getting into
11 detail, you say in effect you are removing a minimal
12 amount of the pool size from the forest condition under
13 that condition.

14 The second type of harvesting method is
15 the tree-length where the trees are felled or sheared
16 normally. The crowns up to a certain diameter are then
17 cut off, side branches are stripped from the tree
18 length and the tree length is then removed. So that
19 you are leaving in essence the crowns of the trees and
20 the branches have been -- up to some point have been
21 taken off and then it is sheared and the residual tops
22 are left.

23 So that that is very similar, really very
24 similar to the shortwood. It may remove somewhat
25 smaller diameter -- up to a smaller diameter of the

1 stem, but the crowns are in effect left.

2 The third type, and the one that I believe
3 has caused the greatest amount of concern where there
4 has been a variety of studies, have been that where by
5 the tree are felled and then removed totally. And the
6 crowns are then -- the trees are taken to a central
7 point and the crowns are then removed by some
8 mechanical means or another and left in a pile and the
9 bark may be even taken off at that point.

10 But what it means is that the crowns, in
11 effect, are removed totally from the area in which the
12 tree was growing and concentrated usually at the edge
13 of that area.

14 Q. All right. And that latter method is
15 referred to as the full-tree harvest method?

16 A. That is the full-tree harvesting
17 system.

18 Q. Okay. Are you able to generalize
19 what the distribution of the nutrients are within the
20 tree; how much in the stem, how much in the leaves, how
21 much in the branches? Is there any generalization you
22 can make?

23 A. Yes. The majority of nutrients are
24 in the foliage. Obviously then, if one is dealing with
25 a hardwood forest, a deciduous tree such as aspen and

1 you fell those trees in the leafless condition, then
2 you're, in effect - even though it is called full-tree
3 harvesting - you are not taking out the foliage. So
4 you are leaving, in effect, a large proportion of the
5 nutrients there. If you fell it in the summertime you
6 are taking that out.

7 So there is a situation where the time of
8 the operation, totally independent of the condition or
9 the forest itself, can be a factor in whether you take
10 out a large amount or relatively little because the
11 branchwood is like stemwood and contains relatively
12 lower proportions.

13 Q. And I understand a little later in
14 your evidence we will be dealing with that particular
15 distribution in a little bit more detail?

16 A. Yes, we will.

17 Q. Okay. Now, you referred to there
18 being studies over the last number of years in relation
19 to the relationship between biomass removal and site
20 productivity. Have there been any studies the results
21 of which, in your view, are applicable to the Ontario
22 situation?

23 A. Yes, there are several.

24 Q. And are some of those studies from
25 outside of Ontario?

1 A. Yes, some have been from outside of
2 Ontario, but they have been with species and forest
3 conditions which are not too dissimilar from Ontario.

4 Q. So as a general proposition then,
5 could you -- or as a general question: Is it
6 scientifically acceptable to base decisions made in
7 Ontario or in any -- based either wholly or partially
8 on scientific results from studies elsewhere?

9 A. We would utilize those results. I
10 would myself, and I believe generally, you would not
11 immediately take those results in a quite literal sense
12 and immediately say: These are what we are going to
13 use.

14 I think one balances it, again - as I
15 mentioned earlier - against the knowledge and
16 experience that you have of our own conditions. And I
17 give you an example.

18 If a study is undertaken in a black
19 spruce forest in northern Quebec; in other words, same
20 species and conditions that we would probably find very
21 similar here, we would look at that and probably put
22 greater weight on that than if it were black spruce
23 from New Brunswick or some other area.

24 On the other hand, we would not
25 necessarily just take the findings and immediately

1 apply them. But I would suggest that that is true of
2 any scientific study or -- I doubt -- in fact, I would
3 think it would be unwise to take the results of any
4 single study and immediately from that go and apply it
5 or make deductions about the application to a given
6 area.

7 Q. More particularly, within Ontario
8 have there been any sort of specific field experiments
9 to measure and quantify the effects of increased
10 biomass removal on the nutrient status of forest sites?

11 A. Yes, there have been in the area --
12 as a matter of fact, east of Thunder Bay in the Nipigon
13 area there have been several studies. I can think of
14 two particular studies there on the removal of forest
15 by certain harvesting methods.

16 Q. Okay. Let's sort of hone in on
17 full-tree harvest.

18 A. Yes.

19 Q. Are there a number of studies or are
20 there any studies on full-tree harvest method and the
21 effect in terms of biomass removal in that way on
22 nutrients?

23 A. Yes, there are. There are studies by
24 Messrs. Foster and Morrison and Dr. Timmer and his
25 associates, particularly in that area east of Thunder

1 Bay in the Nipigon area.

2 Q. All right. And I understand that
3 those papers are referred to, two of the Morrison
4 papers are referred to in Panel No. 9?

5 A. That is correct.

6 Q. And there is another Morrison --
7 Foster and Morrison report in Panel No. 10, Mr.
8 Greenwood's material?

9 A. That's correct, yes.

10 Q. The Timmer paper that you referred to
11 is in Panel No. 10?

12 A. Yes, and we have other papers from
13 adjacent jurisdictions which cover some of the --
14 provide data on this too.

15 Q. And are some of those reproduced in
16 Mr. Greenwood's material?

17 A. Yes. If I might, they are reproduced
18 on page 225 of the evidence panel for Panel 10.

19 Q. Now, I am speaking about the -- if
20 you can turn to page 220 of Panel 10, Exhibit 416A, we
21 find the discussion about specific papers on page 220
22 and 221?

23 A. That's correct.

24 Q. That's where the names -- are the
25 ones that you just referred to?

1 A. That's right. There are other
2 studies referred to there too, but...

3 Q. Okay. Now, can you advise, in terms
4 of this full-tree harvest logging method, are there any
5 generally accepted conclusions regarding its effect on
6 long-term productivity of the site; and, secondly, are
7 there any conclusions that have been made as to whether
8 the full-tree harvest method can be carried out and
9 still maintain acceptable site productivity?

10 A. Yes. If you look at the literature
11 that is cited, particularly in those pages - and I have
12 read that literature - the general conclusion would be
13 that the full-tree harvesting would not be anticipated
14 to result in reduced site productivity for a future
15 forest.

16 The second part of the question, if you
17 wouldn't mind repeating it?

18 Q. I think that was the...

19 A. That was the first question.

20 Q. All right. Well, the second part was
21 whether any of those studies addressed the -- I think
22 you have maybe answered the question.

23 My second question was whether the
24 full-tree harvest method can be carried out and still
25 maintain acceptable site productivity. I think maybe

1 you have answered that.

2 A. Yes, I am sorry.

3 Q. In terms of the papers that you have
4 referred to, are the results definitive or are they
5 tentative? How would you describe the conclusions
6 which you find in those reports, if in fact you can
7 generalize?

8 A. They are tentative because a number
9 of the authors very specifically addressed this matter
10 of the difficulty in quantifying the rates at which
11 nutrients can move from whatever residual pools there
12 are and become available to a subsequent forest.

13 This is -- and that is both from the
14 weathering of the mineral soil itself and also the
15 decomposition of the organic area. That is very hazily
16 known, I would put it in those terms.

17 The quantification of the amount of
18 nutrients in the soil by the conventional methods of
19 analysis also poses another difficulty in that the
20 methods of analysis that are used, for example to
21 determine an available level, are arbitrary; they are
22 methods that are conventional, they are used in
23 agricultural soils work, they are used in forest soils
24 work, but I think that any forest soils scientist would
25 say they are, in effect, arbitrary and don't

1 necessarily reflect the level of soil -- of nutrients
2 available to a particular type of vegetation.

3 I think those -- in that sense,
4 therefore, any conclusions must inevitably be
5 tentative.

6 Q. In terms of these scientific papers,
7 do the authors indicate whether, in their view, there
8 should be any prohibition, in whole or in part, of the
9 full-tree logging method?

10 A. One author, as I recollect one paper,
11 I believe it was Dr. Timmer made that recommendation.

12 Q. Okay. And we will deal with that in
13 a moment.

14 In a general sense, do the authors of
15 those papers that you have referred to come to any
16 conclusion or provide any view, their view, as to the
17 application of the results of their particular studies
18 to other geographical areas within -- well, other sites
19 within the same type of forest region?

20 A. Well, I think that the nature -- the
21 authors very generally make it clear that the results
22 pertain only to the situation that they investigated.

23 I think that by the very nature of their
24 scientific investigation, they recognize the hazards of
25 attempting or taking results from one specific location

1 and applying them exactly to another one.

2 They are looking from their studies to
3 find -- obtain knowledge. In that particular study
4 they are carrying out, they obviously are looking to
5 see if there are, if you like, processes and levels
6 that result from that that they can perhaps make some
7 generalizations. But I think all of them would put a
8 caveat on the direct application.

9 Q. Are there scientific reasons why this
10 limitation would be put on the applicability of the
11 results to other areas, areas other than where the
12 actual experiment or study took place?

13 A. I don't know whether I would put it
14 as scientific reasons, but I would say that scientists
15 by nature are very aware of the hazards of taking
16 results and applying them outside of the context of the
17 study. They are conservative in that sense by nature.

18 Q. All right. Outside the context of
19 the study, if you were looking at a different
20 geographical area, you were looking at a different
21 site, would that take it out of the context of the
22 study?

23 A. Oh, very definitely.

24 Q. And the site examined -- taking it
25 out of that particular site, would that be taking it

1 outside of that particular study?

2 A. Yes, that would take it out and, as I
3 mentioned, they are very much aware of the
4 arbitrariness of the methodologies in many instances
5 which they are using to measure the amounts of
6 nutrients.

7 THE CHAIRMAN: Mr. Armson, if you accept
8 that, how could you ever harvest in that method on any
9 site unless you first did a specific study on that
10 site. And even then, given the arbitrariness of the
11 methodology, could you ever be sure even in that case?

12 MR. ARMSON: I would suggest, sir, that
13 from the knowledge that we do have, the observations
14 that we have of what has resulted from applying
15 something; in other words, our observations, knowledge,
16 expertise and I would suggest, to some degree, are
17 rationalizations. The application of some common sense
18 to it often leads us in a certain direction to say:
19 Yes, we will or no, we won't.

20 I don't think -- I think that in most
21 areas of endeavor we are always dealing with areas of
22 ignorance and areas of knowledge and we move on the
23 best available knowledge and understanding.

24 THE CHAIRMAN: But in terms of rationale,
25 you are really involved in almost all cases with a

1 transposing of information from one place to another?

2 MR. ARMSTRONG: That's right. But the
3 degree to which you try and transpose it exactly, or
4 whether you take the essence, whatever that may be, and
5 put it in your own context.

6 The best example I could give you would
7 be a study on full-tree harvesting - this is an
8 example, a hypothetical one - where in fact the amount
9 that is removed in relation to the amounts that are
10 left and the conclusion is that the amount that is
11 removed is far in excess of anything in any of the
12 residual pools and it is the same species.

13 And if I or a forester looks at it and
14 says: Well, wait a minute though, the pool size in the
15 forest floor there is about one tenth, in terms of just
16 the physical dimension of the forest I am dealing with,
17 I say: Well, wait a minute, I have another -- I have a
18 buffering situation in here in the sense that I have a
19 pool size that was quite different from one of the pool
20 sizes they had.

21 That is the sort of thing I would suggest
22 you apply it to.

23 MR. FREIDIN: And I think some of my
24 examination will address the topic that you have
25 raised, Mr. Chairman.

1 Q. So if I understand your answer to my
2 question about, sir, departures from that particular
3 study, you would agree then that the variability of
4 species would affect the applicability of the results
5 from one study to another?

6 A. The conditions, the site conditions
7 and that was inherent in the example.

8 Q. Right.

9 A. And a recognition that we -- in any
10 of those studies, there is no exactitude in terms of
11 all the elements and I mean that almost literally, the
12 nutrient elements of really dimensioning their amounts
13 and their forms in the system.

14 Q. And I think you indicated earlier
15 that the state of knowledge in terms of the flux--

16 A. Yes.

17 Q. --or the rate at which nutrients
18 become available from reserves of nutrients.

19 A. Yes. Again, if I can come back to my
20 analogy of the investment. If you are looking at a
21 natural condition with certain pool sizes and you
22 measure the amount that you remove in this case by
23 full-tree harvesting and you are then putting in place
24 a new stand, let's say of the same species - given
25 that - the density of that species - how many you are

1 transposing of information from one place to another?

2 MR. ARMSTRONG: That's right. But the
3 degree to which you try and transpose it exactly, or
4 whether you take the essence, whatever that may be, and
5 put it in your own context.

6 The best example I could give you would
7 be a study on full-tree harvesting - this is an
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18 buffering situation in here in the sense that I have a
19 pool size that was quite different from one of the pool
20 sizes they had.

21 That is the sort of thing I would suggest
22 you apply it to.

23 MR. FREIDIN: And I think some of my
24 examination will address the topic that you have
25 raised, Mr. Chairman.

1 Q. Okay. Mr. Armson, I would like to
2 just deal, not at too great a length, with those three
3 factors that you have identified; species, the actual
4 sites where the study took place, and this matter of
5 measurement of nutrient cycles.

6 Could you explain why the variability of
7 species causes the conclusions of those authors to be
8 tentative?

9 A. Because the demands, the actual
10 amounts of nutrients in a species will vary. And if I
11 might, with the Board's permission, return to the one
12 overhead that I used earlier showing the differences in
13 nutrient levels, concentration in different species.

14 Q. Yes. That is at page 224 of Exhibit
15 416A.

16 A. These were five nutrient elements,
17 the calcium, magnesium, potassium, phosphorus and
18 nitrogen and I was generally referring to differences
19 in levels and this was measured as concentrations - it
20 is a very gross measure - but, nevertheless, does
21 indicate that certain species and I have indicated
22 balsam fir.

23 You notice that the red pine which is in
24 here, and the red pine is actually the red bar which is
25 pretty well in the middle of each one of those five

1 sets of histograms; that is, this one, this one -- you
2 notice that the red bar tends to be, in fact I think in
3 every case, is the smallest and I relate that back to
4 the fact that we have been very successful in putting
5 red pine -- re-establishing or establishing red pine on
6 those sandy areas that were very infertile in southern
7 Ontario.

8 Now, if we had tried -- in fact, where we
9 have attempted in a few locations in the early years to
10 put in other species such as white spruce, many of
11 those stands when they survived - and they often did
12 survive - grew very poorly and were thin crowned and
13 had yellowish foliage.

14 Q. And just leaving that up for a
15 moment, Mr. Armson, you have indicated that knowledge
16 of nutrient demand in the case of red pine has led to
17 its introduction, or introduction back perhaps to those
18 blow sand areas of southern Ontario.

19 Could you advise whether this knowledge
20 about the different nutrient demands in relation to
21 particular species has any significance in terms, or
22 could have any significance in terms of making a
23 silvicultural decision?

24 A. Yes, very much so. For example, in
25 the boreal forest jack pine is much less demanding in

1 terms of nutrients than white spruce. Black spruce
2 from our -- those studies and observations is generally
3 not a demanding species, more demanding than jack pine
4 but nearly as demanding as white spruce.

5 Poplar, aspen poplar in particular, is
6 considered to be relatively high demanding in terms of
7 nutrients. So those -- we can rate the species that we
8 commonly deal with in the boreal forest very readily.

9 In the Great Lakes/St. Lawrence forest
10 sugar maple, hard maple is well known to have a
11 relatively high demand for nutrients as compared with
12 white pine.

13 Q. Now, we will hear later in the
14 evidence about certain situations which arise where
15 certain sites are converted. By that I mean the
16 species that are harvested are not the species which
17 you attempt to get back. You are familiar with that
18 being referred to as conversion of a site?

19 A. Yes, I am.

20 Q. And does that practice occur or has
21 it occurred in the past on stands which prior to harvest
22 were primarily or heavily constituted with balsam fir?

23 A. Yes, that is correct.

24 Q. And looking at that overhead--

25 A. Yes?

1 Q. --does it tell us anything about the
2 kind of site that you would have if in fact you had
3 balsam fir?

4 A. If you had balsam fir. Maybe I
5 should put the overhead back on.

6 Balsam fir in this overhead is the second
7 histogram from the left and in this particular one is
8 coloured blue and it indicates that its demand is
9 relatively high, in fact it is the highest of the
10 species that are indicated there. So that if we find
11 balsam fir we normally are looking at a situation, from
12 a forester's standpoint not from that of a scientist,
13 generally a species which has a high nutrient demand --
14 relatively high nutrient demand.

15 Q. So in terms of making a silvicultural
16 decision, just knowing that balsam fir was the type of
17 stand that you were going to be harvesting would
18 provide certain cues to a forester -- certain
19 information to that forester as to what he might be
20 able to do on that site?

21 A. That's right. It indicates right off
22 the bat that you are dealing with a relatively high
23 nutrient supply, a more fertile site than perhaps
24 others which would support another species.

25 Q. I see.

1 A. I would just point out again another
2 caveat that in a natural forest the species that occur
3 there don't always necessarily reflect the most
4 suitable species in terms of fertility, but by and
5 large this would be the pattern.

6 Q. Thank you. Now, can we move on to
7 the second factor and that was variability in terms of
8 site characteristics.

9 Could you explain how that causes the
10 conclusions of the various authors to be tentative in
11 terms of the application of their studies to other
12 situations, situations other than the situations of
13 their study?

14 A. Yes. In general course textured
15 soils, sands for example, especially the medium and
16 courser-sized sands tend to be soils which are less
17 fertile than soils which are finer textured. So that
18 if we are dealing with silts and loams and clays, soils
19 of that texture, the finer texture we know that in
20 general the levels of fertility that they can sustain
21 will be higher.

22 The relationship is not always a simple
23 direct one and I will give you the reason for that.
24 Part of the reason why courser textured soils are less
25 fertile is also because, in most instances, they have a

1 lower ability to supply water. Now, we are coming into
2 an interaction.

3 If - and this is the way I would explain
4 it - if water is the limiting factor for vegetative
5 growth, then that in itself will reduce the size of the
6 vegetation and, therefore, the amount and rate of
7 litter deposition. So that on the courser textured
8 soils where water is limiting, you will also tend to
9 have smaller pools of forest floor and because they are
10 drier they will also decompose at a lower rate. So
11 that you have changed automatically the pool size in
12 relation to one factor, moisture, which is in turn
13 related to texture.

14 But the second factor that relates to
15 this is that the mechanism, the chemical mechanism
16 within a sand as distinct from a clay soil particularly
17 or soils with some clay component for holding or
18 absorbing exchangeable nutrients, nutrients that can
19 then be absorbed, is very low in the case of sandy
20 soils and increasingly higher as the amount of clay in
21 the soil increases.

22 So it is not only the actual, if you
23 like, physical amount but the degree to which the soil
24 can affect that moisture and also the mechanism for
25 providing a reserve, if you will, of available

1 nutrients.

2 THE CHAIRMAN: But doesn't that seem to
3 go against the idea of a clay-type soil having a lower
4 permeability than say a sandy soil and, therefore, less
5 movement within the soil of a liquid medium which you
6 would think would allow for a lower rate of exchange
7 than in a clay soil?

8 MR. ARMSON: But -- I am not really
9 speaking to the permeability, per se. I understand
10 your question.

11 The clay soil - and actually I will later
12 on in the evidence be providing an example, visual
13 example - the upper part of that clay which is soil
14 where the roots are is normally fractured because of
15 the roots and so it is in fact more permeable than the
16 clay, the massive clay that is underneath.

17 I think you are really speaking more of
18 the geological clay than the soil clay, if I may. I am
19 also referring to soils which we call loams which are
20 quite permeable, but which do have an appreciable clay
21 component within them.

22 THE CHAIRMAN: Okay. So we really get
23 back to whether or not a liquid medium can move quickly
24 through it and just because it contains clay, if it is
25 fractured it can move quite readily?

1 MR. ARMSON: It can, yes, in terms of the
2 plant and the vegetation.

3 THE CHAIRMAN: All right, okay. Thanks.

4 MS. SWENARCHUK: (inaudible)

5 THE CHAIRMAN: Sat on too many landfill
6 cases.

7 Do you want longer to confer, Mr.
8 Freidin, like about an hour and a half?

9 MR. FREIDIN: Sure.

10 THE CHAIRMAN: We will break until two.

11 ---Luncheon recess taken at 12:25 p.m.

12 ---Upon resuming at 2:00 p.m.

13 THE CHAIRMAN: Thank you. Be seated,
14 please.

15 MR. FREIDIN: Q. Mr. Armson, I think we
16 left off and you were talking about the variability in
17 site characteristics on these various studies.

18 Can you demonstrate the variability or
19 the role variability will play in terms of these
20 studies?

21 A. Well, yes, the variability in terms
22 of the nature of the soil conditions which we have
23 already discussed, in terms of the nature of the other
24 site conditions, moisture supply, these are factors
25 that will affect the translation of results from one

1 situation to another.

2 Q. And I understand if we look at
3 various sites you would have different types of
4 nutrients in terms of amounts, you know, above the
5 ground in the trees themselves?

6 A. That's correct.

7 Q. And would you also have variability
8 in terms of the amount of nutrients in the soil?

9 A. That is correct.

10 Q. And is that demonstrated in any part
11 of the material which is filed?

12 A. Yes, that is demonstrated in Panel 10
13 on page 225, Table 2 and I have an overhead of that
14 table and, unfortunately because the table is a small
15 one, it may be fine print, so I think it would be best
16 that you follow it in the printed book, but I will put
17 the overhead on.

18 Q. And perhaps, Mr. Armson, would it be
19 possible for you to tell us where we are going before
20 we start looking at all these numbers?

21 A. Yes. This is a summarization in
22 tabular form of data from a series of studies dealing
23 with one species. In this case we are dealing only
24 with a forest that is essentially black spruce, maybe
25 some variation, but essentially that.

1 It was summarized by one set of authors
2 as indicated in the title Messrs. Foster and Morrison
3 in 1987 and what it is is a summary giving the age of
4 the stand which ranges from an age of 65 years, the
5 eldest one to 126. That is the first column.

6 The second column labeled basal area and
7 measured in square metres per hectare is, in effect,
8 the way a forester would measure the density - the
9 stocking I should say, not the density - the stocking
10 of a stand. This is - and if I may, going back to the
11 discussion that Dr. Osborn had in Panel 3 - when we, on
12 a per unit area basis, take the surface areas of the
13 stems at an arbitrary level, in this case a diameter at
14 this height, so-called breast height, then when we
15 aggregate that up, whether they are small trees or
16 large trees - a few large trees will give the same area
17 as a number of smaller ones - we use that as a measure
18 of stocking or occupation. So what we are looking at
19 here in terms of square metres per hectare from a low
20 of, I think, it is 25 -- 23, sorry, square metres per
21 hectare, that would indicate that the stocking of the
22 stand is much "lower in stocking" than one, for
23 example, that is -- I think the highest stocking is 49.

24 So if you just look at the stands, it
25 would be much more open, much thinner. That would be

1 the things you would observe. So there is a difference
2 in the age and there is a difference in the stocking.

3 The third column and it uses some symbols
4 and I will explain those, labeled site but, in effect,
5 is a shorthand description of the texture of the soil
6 and, in some instances, the nature of the material.

7 For example, on the first one, the title
8 is SL. That means sandy loam and you will see a number
9 of those. There is an SiL which is a silty loam, and
10 in the table the word loess is in there to indicate the
11 silt loam is a windblown material, whereas in the
12 bottom three -- attached to the bottom three symbols of
13 L and SL the word till is there, meaning it is a
14 material that has been laid down by the ice either in
15 advancing or in retreating but it is, therefore, a
16 material which will contain some stones and boulders
17 and indeed are heterogenous. So that is the indication
18 of site.

19 The next three columns deal with or
20 titled phytomass. Some people might refer to it as
21 biomass. It merely means the weight, the dry matter
22 weight of the vegetation as measured by the aboveground
23 material and the crown -- they have separated out the
24 amount in the crown and the amount in the foliage.

25 And I would merely draw your attention

1 there to the orders of magnitude that in the
2 aboveground - and these could be totals - they vary
3 from a low of 50 kilograms per hectare to something
4 like 325 and in terms of the foliage, they -- that
5 constitutes a relatively small amount of the mass.

6 And then they give the partitioning of
7 the amounts of nutrients; N standing for nitrogen, P
8 for phosphorus, K for potassium, Ca for calcium, and Mg
9 for magnesium and it lists the amounts in kilograms per
10 hectare of those materials.

11 I am sorry, in the biomass that would be
12 thousands of hectares. The figures are rather small
13 here, but the orders of magnitude are relative. The
14 reference is the document -- the studies on black
15 spruce which have provided this information are listed
16 on the right-hand -- in the right-hand column.

17 Now, I would draw your attention to the
18 last three lines in this table; that is, the ones
19 beginning at the bottom with 126 years of age, across
20 49 square metres basal area, so on, that one. The one
21 immediately above it, and the reference there is Timmer
22 et al and that is one of the studies which was
23 conducted in the area east of Thunder Bay in the
24 Nipigon area.

25 The one immediately above it which has

1 the age of 110 years of age, 23 square metres per
2 hectare and is labeled at the far right as present
3 study is the study done by Messrs. Foster and Morrison
4 in the same general area, not exactly the same spot.

5 So those three are the ones -- one of the
6 Gordon's -- or I should say the one of Gordon's, the
7 lower most one of Gordon's on the right-hand side in
8 which it says the site is a peat was also done in that
9 area. So there are a number of studies that can be
10 located.

11 Now, basically I would draw your
12 attention to the fact that the ages for these vary.
13 The study with the last two sets of data were in stands
14 of the same age and the one above it is 16 years
15 differential, so it is not too much difference in age.
16 But if you will look across, you will notice that even
17 in the studies done in the same area there is quite a
18 difference in the basal area, in the stocking on the
19 stand: 23, 32 and 49; that the site conditions as
20 described by the materials are similar, although one is
21 called a loamy till and the other are sandy loam tills,
22 but the aboveground biomasses - or phytomasses as they
23 are labeled here - are of somewhat similar magnitude in
24 two cases, a 142 compared to 134, and in the bottom one
25 325, a considerable difference.

1 And that is then reflected in some
2 differences across here in terms of crown, amounts:
3 36, 23 and 39 I believe it is, and in the amounts of
4 foliage and the amounts of nutrients; the point being
5 here that from studies done essentially in a similar
6 period and stands that are similar you can get quite
7 different orders of magnitude.

8 Q. All right. And then there is also
9 variability in terms of nutrients, I believe, in soil?

10 A. Yes, that's correct. That is not
11 shown in this particular set of data. It is shown in
12 Table 3 which is immediately below that on the same
13 page, and this is from one study - I guess that is not
14 visible at the back. I'll put it up there. I think it
15 is probably easier to locate it in the book.

16 What was done here was to look at the
17 amounts of materials in the forest floor and mineral
18 soil. This is the study by Timmer et al in 1982 and it
19 relates to the amounts that were within what was
20 considered the effective rooting depth; in other words,
21 pretty well where they saw roots of black spruce. That
22 is the first set of numbers for nitrogen on the
23 left-hand side, nitrogen, phosphorus, potassium,
24 calcium and magnesium.

25 And then the second set of numbers for

1 the same elements is for what was considered
2 exploitable depth, in other words, the depths to which
3 we assumed they might reach and this is in metric
4 tonnes per hectare.

5 The columns on the right under the word
6 black spruce, one is deep and the other is shallow, and
7 these relate to the two sites that were in the Table 2;
8 one of which was considered a deep soil, that was the
9 first one, and the other -- second one the shallow one
10 and what this illustrates is the variability in the
11 forest floor and mineral soil for those elements in
12 those two soils.

13 Q. And the significance of that
14 variability, Mr. Armson?

15 A. The significance is that these are
16 measured in an arbitrary way, as I explained to the
17 Board, and just whether a difference, for example in
18 terms of say calcium of 178 tonnes per hectare and
19 2,324, which seems like a tremendous order of magnitude
20 difference, how significant that is in terms of the
21 supplying ability, it remains still somewhat of a
22 question. Some of them are similar, some of are
23 dissimilar.

24 Q. Okay, thank you.

25 THE CHAIRMAN: Mr. Armson, bearing in

1 mind this kind of variability that you get, is it
2 worthwhile, in your opinion, continuing on with these
3 kinds of studies? It seems that as soon as you conduct
4 a study in a particular area you are going to find the
5 variability in the soils.

6 MR. ARMSTRONG: That's correct.

7 THE CHAIRMAN: And the presence of the
8 elements in the soils. It would seem to be more
9 productive to worry about how the various elements
10 affect the growth side of it than worrying about what
11 you are going to get in the soils themselves.

12 MR. ARMSTRONG: I would totally agree,
13 Mr. Chairman, and that has been the thrust of most of
14 my studies during my scientific career.

15 THE CHAIRMAN: Thank you.

16 MR. FREIDIN: Q. Now, Mr. Armson,
17 notwithstanding the authors of the papers that you have
18 referred to have been tentative in estimating the
19 amount of nutrient removal due to full-tree harvesting,
20 did those authors make recommendations or reach any
21 conclusions regarding the advisability of continuing
22 the practice of full-tree harvesting?

23 MR. ARMSON: A. Yes. One made a very
24 definite recommendation concerning full-tree
25 harvesting, the others did not make any firm

1 recommendations.

2 Q. And when you say the other five did
3 not make any firm recommendations, does that mean they
4 didn't make any recommendation either way?

5 A. No, the other studies came to the
6 conclusion with their recognition of the fact that in
7 measuring -- attempting to measure the amounts of
8 nutrients in the soil, they were using arbitrary
9 methods, that the method of sampling, the variability
10 in the -- not only between sites but even within sites
11 that was so large that in looking at that, for the most
12 part, they concluded that indeed the area which
13 required study, a number of them, was on the fluxes and
14 the changes in nutrients that occurred and which would
15 then be -- presumably could be followed through as its
16 effect on subsequent regrowth.

17 These studies did not, in effect, look at
18 productivity as measured by the effects on subsequent
19 regrowth. They were only measuring what came off an
20 particular area or what existed there.

21 Q. Going back to my question.

22 A. Yes.

23 Q. Did those five authors -- the studies
24 other than the one, did they make any statement as to
25 whether or not the practice of full-tree harvesting was

1 one which should be limited?

2 A. They concluded that it should not
3 be -- that full-tree harvesting was something that
4 should not be precluded on these areas.

5 Q. Now, could you advise me which paper
6 constituted the minority of one and recommended against
7 full-tree harvesting?

8 A. Yes, it was the paper that -- in the
9 Table 2 which was in the last two lines and that was
10 the paper by Timmer, et al in 1982.

11 MR. FREIDIN: Now, Mr. Chairman, we do
12 not intend to get into that paper in any depth, but I
13 believe that this issue, having been raised in the
14 scoping, that I would like to have Mr. Armson address
15 that particular paper.

16 THE CHAIRMAN: Very well.

17 MR. FREIDIN: Q. Mr. Armson, if I could,
18 just before I get into that paper, based on the
19 evidence which is available to date regarding the
20 relationship between full-tree harvesting methods and
21 long-term site productivity, does the Ministry feel
22 that any prohibition or limitation on the use of
23 full-tree harvesting would be warranted?

24 A. No.

25 Q. Why?

1 A. Because the evidence to date and the
2 observations that we make do not suggest that full-tree
3 harvesting would be detrimental to subsequent forest
4 growth.

5 Q. If I could refer you to the one paper
6 by Timmer, and I think you will find that at page 451
7 of Exhibit 416A.

8 A. Yes, I have that.

9 Q. Do you have that?

10 A. Yes, I do.

11 Q. And this particular paper recommended
12 that there be no full-tree harvesting on specific types
13 of sites; is that correct?

14 A. That is correct, that is on page 465.

15 Q. All right. And could you direct us
16 to the portion on page 465 which sets out that
17 conclusion or recommendation?

18 A. Yes. Approximately one third way
19 down the page there are a series of bullet points
20 and it says:

21 "It is recommended that..."

22 And the first bullet point reads:

23 "...conventional logging methods
24 exclusively be utilized on fragile,
25 shallow till sites."

1 Secondly, the second bullet immediately below that on
2 the same page:

3 "Full-tree and complete-tree chipping
4 operations be restricted to stands
5 supported by relatively deep mineral
6 soils."

7 And then at the bottom bullet, I think it has some
8 bearing on this, and that is where it says:

9 "Recommended that intensive short
10 rotation forest management be restricted
11 to the deeper more productive sites in
12 the lake Nipigon/Beardmore area."

13 Q. Before I ask you a few questions
14 about those three bullet points, arising from the last
15 bullet with the reference to the Lake Nipigon/Beardmore
16 area, I understand that the recommendation made in this
17 particular report is limited to that specific area?

18 A. That is correct.

19 Q. And do we find that limitation or
20 qualification of the report in the first full paragraph
21 above the recommendations?

22 A. We do find only a statement that the
23 study was conducted in the area. The recommendations
24 are generalized and applicable to the site and forestry
25 conditions in the region. There is -- it is extended

1 to the region rather than to exactly that site area.

2 Q. Are you aware of what is meant by
3 this region?

4 A. I can only infer that it is meant to
5 be that either forest region or administrative region,
6 but I take it to be the area generally east of Lake
7 Nipigon and north -- south from -- or north from Lake
8 Superior to possibly essentially the edge of the Clay
9 Belt.

10 Q. Okay.

11 A. It is not clearly defined. If I
12 might, Mr. Chairman, on page 453 there is a map showing
13 Lake Nipigon, Lake Superior and the location of the
14 area. There is no scale there, but I am assuming that
15 the region applies to a larger area than just that
16 shown on the map, but I may be wrong.

17 Q. Now, as I understand the Ministry's
18 view, you do not feel that implementing those
19 recommendations is warranted at the present time?

20 A. That is correct.

21 Q. Let's assume that the Nipigon area,
22 as referred to by the authors, is something smaller
23 than the area that you have described you believe it
24 applies to or was meant to apply to, would that change
25 your opinion in any way?

1 A. No.

2 THE CHAIRMAN: You are just talking about
3 the recommendation about the prohibition or reduction
4 in full-tree harvesting; are you?

5 MR. ARMSTRONG: That's correct.

6 THE CHAIRMAN: Or all recommendations in
7 the report?

8 MR. ARMSTRONG: Yes, I am not talking
9 about the other recommendations because they don't in
10 fact relate to that particular item.

11 I would point out, if I may, Mr.
12 Chairman, that the study that is referred to in Table 2
13 which is called the present study, that was also
14 carried out in the same area and that is in the
15 Nipigon/Beardmore area.

16 MR. FREIDIN: Q. Let me just ask you a
17 question that somebody else might perhaps be interested
18 in. Why not adopt the recommendation about full-tree
19 harvesting on the limited area suggested in this paper?

20 MR. ARMSON: A. Because we have in the
21 same area a study done almost within the same timeframe
22 and in the same type of forest that does not make those
23 recommendations and, in fact, comes to conclusions that
24 are different.

25 Q. And is that paper part of the

1 material that has been filed?

2 A. That is correct. That is the Foster
3 and Morrison study of 1987 which is part of the data
4 which is part of Table 2.

5 Q. I think it is part of the materials
6 filed in your witness statement Panel 9?

7 A. That is correct.

8 THE CHAIRMAN: Has there ever been any
9 subsequent literature comparing the two studies or
10 commenting on the discrepancies between the two
11 studies?

12 MR. ARMSTRONG: I am not aware of it, Mr.
13 Chairman.

14 MR. FREIDIN: Q. The figures on page 224
15 of Exhibit 416A, the tables we are looking at, do
16 those - I think you may have referred to this, but I
17 just wanted to make sure that I am clear or we are all
18 clear - does Table No. 2 on page 225 have information
19 in it which deals with the Timmer paper that was at
20 page 451 and the Foster and Morrison study that you
21 referred to?

22 A. Yes. And I am sorry, Mr. Chairman,
23 Foster & Morrison did -- they put this table together
24 so they did in fact review, if you like, consider that
25 other data with it. I apologize for that.

1 Q. And we find the Foster and Morrison
2 numbers, if you will, in the third last line--

3 A. That is correct.

4 Q. --of Table 2. And the Timmer paper,
5 there were two different sites and we have those
6 referred to in the last two lines?

7 A. That is correct.

8 Q. Does the Table No. 3 on page 225
9 refer in any way to either of those two reports?

10 A. Yes. The Table 3 refers to the work
11 by Timmer, et al of 1982. And the two sites
12 represented, the one as 'deep' and the other as
13 'shallow', are the two sites indicated in the table.

14 Q. The two sites which are the last two
15 references in Table No. 2?

16 A. The last two references, that's
17 correct.

18 Q. In Table No. 2 which is above?

19 A. That's right.. That's correct.

20 Q. Okay. Are there any reasons other
21 than the existence of the Foster and Morrison report
22 which comes to different conclusions in similar areas
23 for, I guess, not following the recommendation made in
24 the Timmer paper regarding full-tree harvesting?

25 A. Well, there are a number of reasons.

1 The Timmer paper assumes what they refer to as a steady
2 state; in other words, that the pools, if you like,
3 with one of course removed, are in some form of steady
4 state. And this is where I believe most other authors
5 and persons and scientists who have studied it make the
6 point that that is the one thing that you cannot
7 assume.

8 The second point is that the stocking of
9 the stands that are being compared are quite
10 dissimilar, as you will note in that paper. There is a
11 considerable difference because of the nature of the
12 origin of the stands. And if I might refer to the
13 table in the paper itself which is on page 454, you
14 will notice -- that is listed as Table 1 in the
15 document, statement of evidence for Panel 10.

16 If you go to the right-hand column, you
17 will notice that -- two columns, the first one is the
18 basal area which is the stocking, the aggregated area
19 per hectare and there the numbers 49 and 32 appear and
20 you will notice -- and here you can see which one is
21 the shallow site and which one is the deep site as
22 indicated on the left-hand side.

23 But you will notice they also give the
24 stand density here in terms of numbers of trees per
25 hectare and you will notice that 19 -- on the deep site

1 there were 1,960 trees and on the shallow site 2,140
2 trees.

3 And I would just point out to the Board
4 that those are exceptionally -- these are natural
5 stands and these are exceptionally high numbers for the
6 black spruce. And the Board may recollect from Panel
7 4, I believe it was, when the information on the Survey
8 of Artificially Regenerated Sites was presented, these
9 could be extremely high numbers for black spruce in a
10 black spruce stand.

11 So that making an assumption that a stand
12 of this density, these numbers, and then taking the
13 data with a steady state assumption and then saying
14 that a new forest, which is obviously one over which we
15 have in our timber management some control and we know
16 the orders of magnitude of density that we will achieve
17 in terms of the harvested spruce, these are at age 126,
18 exceptionally high numbers for that kind of a stand.

19 If I may, we are looking at translating
20 information to a different size population given what
21 we know about our own management of black spruce and
22 the numbers of stands that we can produce.

23 THE CHAIRMAN: Well, just trying to
24 simplify it down to some very basics: If you had a
25 very high density, large number of stems or trees, you

1 clearcut the whole bunch and then wanted to reforest
2 that area, obviously because it had a high number in
3 the first place the soils would be fairly high in
4 nutrients; would they, to support a high number?

5 MR. ARMSON: No, it may not be a fertile
6 soil. A low fertility can still support a high number
7 of individuals but they will be small.

8 THE CHAIRMAN: Okay. But then you would
9 look at your basal areas as well; wouldn't you?

10 MR. ARMSON: Yes, you would look at that
11 too.

12 THE CHAIRMAN: Okay. I guess where I am
13 coming to is: If you went to replant, restock at a
14 density that would be less than what came out of
15 there--

16 MR. ARMSON: Yes.

17 THE CHAIRMAN: --then chances are, if it
18 supported a much higher density with a basal area say
19 that was similar, then it would probably have enough
20 nutrients to support a lesser number; would that be
21 correct?

22 MR. ARMSON: That's correct. And,
23 . therefore, in taking the conclusions here and saying
24 there is a possibility that -- or you should not use
25 full-tree logging because you are going to "deplete",

1 this is in effect the essence.

2 If you were going to grow a smaller
3 number of black spruce - and we have already have some
4 doubts about the steady state assumption - then we say:
5 Well, the weight of logic is leaning towards, yes, go
6 ahead and use that conventional, or that full-tree
7 logging system on that if you have to.

8 THE CHAIRMAN: Okay.

9 MR. FREIDIN: Q. Going back to the first
10 I think of three factors you were going to mention.
11 The first one was you can't assume a steady state and
12 that the Timmer article does. What do you mean by
13 steady state and why does the fact that they assumed a
14 steady state influence your view?

15 A. Because, as I believe I indicated to
16 the Board earlier, the supply of nutrients from the
17 residual pools which are still considerable, very
18 considerable, is an unknown.

19 The manner in which the steady state was
20 assessed; that is, the sampling, it was of a kind -- in
21 a manner that in fact we know there are very large
22 variances and this is why the steady state assumption
23 is -- also the fact that other scientiests, and I
24 believe generally, would not make that assumption
25 except as an artificial one.

1 Q. And I think you indicated that there
2 were three factors: There is the steady state
3 assumption, there is the difference in the two stands
4 in terms of their density...

5 A. Yes. And did I say three?

6 Q. I am advised by Mr. Greenwood that he
7 thought you said three.

8 A. I believe I did.

9 Q. Well...

10 A. Oh yes, I am sorry. In the paper, if
11 the paper is read, the two soils; the deep soil, Table
12 1, and the shallow soil. There is a description of the
13 activities that took place and the time of year in
14 which the study -- when the material was obtained and
15 it is quite -- in fact, it is very specific that the
16 deep soil was harvested during the wintertime operation
17 and the shallow soil was harvested in the summer. This
18 is specifically stated in the paper.

19 The amounts -- and this showed in the
20 Table 3, when a full-tree operation takes place in the
21 wintertime, there is a considerable amount of crown
22 breakage because the top of the crown is frozen, and
23 there is a considerable amount of residue therefore
24 left on the soil surface, in effect, as litter.

25 That when a full-tree operation takes

1 place, as the one on the shallow soil took place in the
2 summertime when the trees are live, then there is much
3 less breakage and much less residual material.

4 And what this brings into play is, again,
5 coming back to the matter of timing. If full-tree
6 operations were to proceed on a shallow soil and there
7 were any concern, then I think specifying that they
8 were to take place in the wintertime would ensure a
9 greater amount of litter being added to the soil than
10 if it were a summer operation.

11 And I just point that out as a factor
12 that can mitigate to some considerable degree, and that
13 I believe is a feature that...

14 THE CHAIRMAN: Would you recommend that
15 for any of these areas that have been studied?

16 MR. ARMSON: I believe, as a forester, if
17 I were in charge of an area with soils that I flagged
18 as being perhaps sensitive in that way, I would say
19 that with full-tree harvesting, yes, I personally would
20 say it should be done in the wintertime.

21 On the deeper soils, more fertile soils,
22 I don't believe that that is necessarily a condition.

23 MR. FREIDIN: Q. And in terms of -- you
24 say sites that the forester might identify as being
25 susceptible or being fragile. Are you saying that that

1 automatically means that every kind of site that is
2 referred to in this paper by Timmer, or is that going
3 to depend on, you know?

4 MR. ARMSON: A. Yes. Without having
5 personally inspected it, I would say it was one that I
6 might look at very carefully. I wouldn't call it
7 fragile necessarily, but it was one where I would have
8 perhaps some concern as compared to others where I may
9 have no concern at all.

10 For example, a mixed wood uptill with
11 lots of balsam fir, as I indicated, very fertile, I
12 probably would have no concern about whether it was
13 harvested in the winter or the summer, in terms of
14 nutrient removal.

15 Q. And just so I understand, on those
16 sites where they had the winter harvest in the deep
17 soils--

18 A. Yes.

19 Q. --that's where you had more breakage?

20 A. That's correct.

21 Q. And you had less breakage in the
22 summer on the site which was harvested -- in the
23 shallow site which was harvested in the summer?

24 A. That's correct. So the comparison in
25 the studies -- there is some inequalities there.

1 Q. Did the authors go back and measure
2 the amount of biomass left on the site, the one in the
3 winter and the one in the summer?

4 A. Yes. As I indicated, that was on
5 Table 3 of the report and it was on the overhead. Do
6 you wish me to...

7 Q. No, I don't think that that's
8 necessary, but they would show that result -- looking
9 at it that way, there would be a potential for a larger
10 difference in terms of pre-harvest and post-harvest on
11 the shallow site?

12 A. That's correct.

13 Q. All right. Mr. Armson, I would like
14 to refer you - and I don't think you need to turn to
15 it - but I am going to read to you an issue raised by
16 the Ministry of the Environment at the scoping session
17 in relation to Panel No. 10, and it is in relation to
18 paragraph 23 of Mr. Greenwood's paper and it states:

19 "Conclusions considering full-tree
20 harvests are more tentative..."

21 This is quoting from Mr. Greenwood, and perhaps I can
22 give you the page reference of that. The bottom of 226
23 and over on to the top of 227.

24 MR. FREIDIN: I am sorry. I am sorry,
25 Mr. Chairman. The quote is from paragraph 23 of the

1 executive summary and that executive summary states --
2 that is the executive summary for Panel No. 10.

3 THE CHAIRMAN: I don't have it.

4 MR FREIDIN: All right. Well, then I
5 will read it. I don't think we will have a problem.
6 It is at page 50 of 416A. It is in the big green book.

7 MR. MARTEL: What page is that, Mr.
8 Armson -- or Mr. Freidin, what page?

9 MR. FREIDIN: Page 50.

10 THE CHAIRMAN: Are you talking the
11 September one or the --

12 MRS. KOVEN: November 6th.

13 MR. FREIDIN: It doesn't matter, the
14 paragraph hasn't changed.

15 THE CHAIRMAN: Okay.

16 MR. FREIDIN: So if you look at page 50
17 of Exhibit 416A and you go to paragraph 23 and you go
18 five lines up from the bottom of the right-hand side
19 where it says: Conclusions...

20 Do you have that, Mr. Chairman?

21 THE CHAIRMAN: Yes.

22 MR. FREIDIN: Okay. So what the Ministry
23 of the Environment did is they quoted that, they said:

24 "Conclusions considering full-tree
25 harvests are more tentative but are in

1 general agreement that given rationale
2 management for a site, natural inputs of
3 nutrients will balance increased
4 exports."

5 And the question that the Ministry of the
6 Environment asked was:

7 "In the context of this statement, what
8 in specific terms constitutes rationale
9 management."

10 Q. And I pose that question to you, Mr.
11 Armson.

12 A. The rationale management would take
13 into account (a) the site conditions that pertain - and
14 I think I have explained what particular attributes of
15 that one would look at - they would also take into
16 account the choice of species and the rotation for that
17 species, and in so doing, they would be looking at the
18 regeneration, the numbers, not only the species but the
19 manner in which the regeneration was being carried out,
20 how that was undertaken.

21 So that if there were a concern, for
22 example, for the forest floor the nutrients that were
23 in that area, then there would be a concern that that
24 was any disruption or particularly destruction of it
25 would be minimized if not prevented entirely. If there

1 were the manner in which there could be additions made
2 or allowing regrowth to occur then this would be a
3 factor.

4 So those things, those would be what
5 would constitute, I think, rationale management
6 decisions.

7 Q. Thank you. Are there advantages to
8 full-tree harvesting that will be spoken to by Mr.
9 Oldford?

10 A. Yes, there are. Would you like me to
11 indicate some of them?

12 Q. I think he is in Sault Ste. Marie and
13 I don't think he will scream too loudly.

14 A. Well, one of the most obvious ones is
15 that by taking off much of the slash, a large part of
16 it, it makes it much easier to prepare, in terms of
17 site preparation, and it also makes it much easier if
18 artificial regeneration, particularly planting, is to
19 be carried out for the planters to operate in that
20 cut-over. That is probably the most obvious advantage.

21 In terms of the harvesting itself, that
22 is the actual drawing off of the wood, full-tree
23 harvesting results in a much more complete utilization
24 of the standing timber than either shortwood or even
25 tree-length because you are pulling out the entire

1 amount of the tree and making -- utilizing everything
2 you have pulled out.

3 Shortwood harvesting is probably the
4 least efficient in utilizing the forest or the trees in
5 the forest.

6 So there are two reasons, one
7 silvicultural, if you will, relating to setting in
8 place of a new stand, and the other which is very
9 immediate and relates to the harvesting itself.

10 Q. Now, recognizing that this area of
11 full-tree harvesting is a matter of some discussion
12 and, perhaps notwithstanding your comment to the
13 question from the Chairman about what areas should or
14 shouldn't be studied in terms of this nutrient concern,
15 is the Ministry in any way addressing this lack of
16 definitive conclusions on this subject?

17 A. Yes. The Ministry has indicated -
18 and perhaps I might go back, Mr. Chairman. Within the
19 province there is an Ontario Forestry Research
20 Committee in which there is representation from both
21 the Ministry -- or from the Ministry, from the industry
22 and from the research establishments within the
23 province dealing with forestry. And that committee is
24 a Committee that establishes priorities for forest
25 research which then may be undertaken by one or more

1 research institutions.

2 And a letter has been sent to the
3 Ministry's representative, that is Mr. Drysdale who is
4 the general manager of the Ontario Tree Improvement and
5 Forest Biomass Institute which is the forest research
6 entity of the Ministry in terms of -- and asking him to
7 bring this concern for the harvesting and removal of
8 nutrients, particularly as it relates to both the
9 removal of nutrients and especially basic nutrients,
10 calcium and magnesium, and what happens. And here we
11 come to the fluxes, what happens to those following
12 removal and within the soil, what happens to that
13 particularly in terms of the movement of those ions not
14 only into new vegetation, but also in the flow of water
15 and obviously, therefore, into the water system of the
16 particular area in which it is carried out.

17 So it is concentrating really on the
18 fluxes and the movements which, as I said, is a concern
19 expressed by many scientists. So that letter is being
20 sent to Mr. Drysdale.

21 Q. Now, Mr. Armson, I believe you are
22 referring to a letter dated January the 13th, 1989
23 from Mr. Douglas, Director of Planning and
24 Environmental Assessment Branch to Mr. D. - as in
25 David - P. Drysdale who is general manager of the

1 Ontario Tree Improvement and Forest Biomass Institute;
2 is that correct?

3 A. That is correct.

4 MR. FREIDIN: Mr. Chairman, I would like
5 to file that as an exhibit, please.

6 THE CHAIRMAN: Exhibit 417.

7 ---EXHIBIT NO. 417: Letter dated January 13th, 1989
8 from Mr. Douglas, Planning and
9 Environmental Assessment Branch,
10 to Mr. D.P. Drysdale, General
11 Manager, Ontario Tree Improvement
12 and Forest Biomass Institute.

11 MR. FREIDIN: Mr. Chairman, the reason
12 this letter, or this copy doesn't have any letterhead
13 on it, it is that a copy -- an actual copy we couldn't
14 put our hands on it today. I had it, I just couldn't
15 put my hands on it. I don't think there is any magic
16 in the letterhead not being there, but just if anybody
17 is wondering.

18 THE CHAIRMAN: You didn't just write the
19 letter today?

20 MR. FREIDIN: No, sir. I am not too sure
21 I said -- if I didn't say January the 13th, 1989, I may
22 have said '88, I don't remember. It is January the
23 13th, '89.

24 MS. SEABORN: Maybe Mr. Freidin can just
25 file the carbon copy of the original that actually went

1 out?

2 MR. FREIDIN: Yes.

3 MS. SEABORN: Until he has an opportunity
4 to find it, just so the record is complete.

5 MR. FREIDIN: I lose the paper war from
6 time to time, Mr. Chairman.

7 Q. And, Mr. Armson, do you have a copy
8 of Exhibit 5A?

9 A. Yes, I do now.

10 Q. And can you advise, Mr. Armson, was
11 the research referred to the January 13th, '89 letter
12 Exhibit 417 the subject of some discussion between the
13 Ministry of Natural Resources and the Ministry of the
14 Environment and, in fact, an agreement between those
15 two ministries?

16 A. I believe that was the case.

17 Q. And if you could turn, please, to
18 Attachment No. 3 of that particular document, of
19 Exhibit 5A.

20 A. Yes, I have Attachment 3.

21 Q. It is entitled: Timber Management
22 and Water Quality.

23 THE CHAIRMAN: Mr. Mander has gone to get
24 our copy, we don't have it.

25 MR. FREIDIN: I was going to have the

1 witness read about six lines from it.

2 THE CHAIRMAN: All right. You might as
3 well go ahead and read it in.

4 Q. Okay. So under the heading it says:
5 this attachment is: Timber Management and Water
6 Quality: Results of MNR/MOE discussions March, 1988
7 and the heading is: Timber Removal from Areas of Low
8 Base Cations and Nutrients.

9 Perhaps, Mr. Armson, you can read what it
10 says.

11 A. Yes.

12 "The understanding of these potential
13 effects..."

14 That is from the timber removal relating to areas of
15 low base cations and nutrients:

16 "...of these effects is insufficient to
17 warrant a change in operational procedure
18 at this time. MNR will approach the
19 Canadian Forestry Service with the aim of
20 developing a study to assess the effect
21 of tree biomass removal on future
22 regeneration growth and success. This
23 study will be linked to the proposed
24 Water Quality-Fisheries Monitoring
25 Program jointly developed by MNR and

1 MOE."

2 Q. And does that particular agreement
3 refer to the full-tree harvesting method?

4 A. That is correct, that is my
5 understanding.

6 Q. All right. And this particular
7 research which is being referred to in this document
8 and in Exhibit 417 would also provide information in
9 relation to the acidification of soils?

10 A. That is correct.

11 Q. And it would deal with also the
12 movement of acidic solutions within soils?

13 A. That is correct.

14 Q. And could you advise me whether
15 information which would be obtained through a study
16 such as the one which is the subject matter of Exhibit
17 417, would that provide information that would be
18 required in order to assess increased acidity in soil,
19 if it occurs, and the movement of the same through
20 groundwater into the aquatic environment?

21 A. That is the intent, and it would also
22 as well as the acidity, assess the levels of other
23 nutrients.

24 THE CHAIRMAN: Leading question.

25 MS. SWENARCHUK: Mr. Chairman, not only a

1 leading question, but I believe the form of the
2 question I think is extremely vague.

3 If the research has been devised, could
4 we see it? If it has not been devised, then research
5 in this general area undoubtedly could be designed to
6 study any number of affects. But I think what would be
7 useful would be for us to see, if finally in January of
8 '89, there is some follow-up to March of '88 and if
9 there is any action from the proposal.

10 MR. FREIDIN: There is no response, I
11 don't believe, to date from the Ontario Forestry
12 Research Council.

13 Q. Is that correct?

14 A. No, the committee -- I do not
15 believe -- I can't be positive, but I do not believe
16 that the committee has met since January the 13th.

17 Q. What does this group do with
18 proposals like this? I understand this goes to the
19 Ontario Forestry Research Council?

20 A. Mr. Drysdale would bring the letter
21 and the proposal forward to the council -- to the
22 committee which, as I say, has representation from
23 all -- from the research establishments; federal,
24 provincial, and the universities. And at that time
25 they would consider this proposal in the light -- I

1 mean, there are a number of actions that could be
2 taken.

3 The development of the research proposal
4 could be delegated to one or the other, or there could
5 be decision to, if you like, parcel out various
6 components of it in relation to various different
7 research bodies and institutions relating to their
8 expertise facilities and so on that were available at
9 each. There are any number of things that could
10 happen.

11 MS. SWENARCHUK: I would suggest, Mr.
12 Chairman, that it would be a much greater utility for
13 the Board and the other parties here for the Ministry
14 to inform us all what the proposed research in this
15 area would be. As to the process by which it gets
16 divvied out and is done or not done, that is
17 speculative -- my friend's questions are also extremely
18 speculative as to what it could turn up.

19 But I don't really believe that is of any
20 particular value to us. I think it is very important
21 though to know exactly what, if anything, the Ministry
22 is proposing to do itself or assure is done in this
23 area.

24 THE CHAIRMAN: Plus the fact it might be
25 of some value, Mr. Freidin, if you could indicate on

1 behalf of the Ministry what would happen if the
2 research proposal put forward to the council was turned
3 right down or they didn't have the resources or they
4 didn't want to proceed with it, what that would do to
5 the agreement between MOE and MNR as set out in 5A
6 which, unfortunately, we still don't have in front of
7 us.

8 MR. FREIDIN: I have heard all the
9 questions and I will address all the questions. I
10 can't do it right now.

11 THE CHAIRMAN: Okay. As far as the
12 leading nature of the questions, Ms. Swenarchuk, I
13 realize they are a bit leading, but this particular
14 witness I think can handle that type of question in the
15 interest of expediting this part of the evidence.

16 MS. SWENARCHUK: I didn't raise the
17 leading nature, I merely raised the speculative nature.

18 THE CHAIRMAN: Okay.

19 MR. FREIDIN: Q. Okay. Mr. Armson, if
20 we could move on to an area which is referred to in Mr.
21 Greenwood's paper entitled: Accelerated Nutrient
22 Release. And I believe that there has been partial or
23 full answers to perhaps some of the questions that I
24 have asked - but to put things into context, Mr.
25 Chairman, I intend to sort of repeat some of those

1 questions - and, Mr. Armson, if you have dealt with it
2 perhaps you could just indicate generally where you had
3 dealt with it, what you had said and we will just move
4 on.

5 Does the activity of the harvest affect
6 the nutrient cycle in any way other than removal of
7 nutrients because of biomass removal as you have
8 described?

9 A. Yes. And, again, the most immediate
10 effect other than removal is to expose the forest
11 floor, surface of the soil to increased temperature by
12 solar radiation and by removing much of the vegetation
13 that has been exacting water during the frost-free
14 season and transpiring it - and I will be talking about
15 the water cycle later on - there is normally an
16 increased supply of moisture in the surface soil layer
17 and, therefore, as a result of increased temperature
18 and moisture, decomposition usually occurs at a greater
19 rate following removal.

20 Q. And could you advise whether this
21 accelerated nutrient release is positive or negative in
22 terms of site productivity?

23 A. This would be viewed as positive.

24 Q. And I believe you have explained the
25 positive nature of the nutrients being provided through

1 this more rapid decomposition?

2 A. Yes, I believe.

3 Q. Are there any potential negative
4 effects resulting from the accelerated release of
5 nutrients?

6 A. Yes. The decomposition and rendering
7 of them more available. If they are not then absorbed
8 within either the soil system or by new growth of
9 vegetation, some of the elements may be lost in the
10 movement -- downward movement of water through the soil
11 and will then go to join the groundwater in streams and
12 lakes and so on.

13 Q. All right. And when it goes into the
14 ground and moves off towards streams and lakes and that
15 sort of thing - well, whether it gets to lakes or
16 streams - if it moves off the site in the soil, what is
17 that referred to?

18 A. It is referred to as a loss, it is no
19 longer available to the vegetation and moves out into
20 another area.

21 Q. All right. Through groundwater?

22 A. Through groundwater, yes.

23 Q. As opposed to what other kinds of
24 water?

25 A. Well, the over movement of water that

1 we normally think of is runoff which typically we think
2 of as surface runoff, but if there is a complete forest
3 floor, that is usually minimal to negligible.

4 Q. But you can have a loss of
5 nutrients--

6 A. You can have a loss through
7 surface --

8 Q. --through either ways?

9 A. Yes, that's correct.

10 Q. And at the risk of being repetitive,
11 is the potentially negative effect that you have
12 referred to through either of the two mechanisms;
13 surface runoff or through groundwater, one which is
14 likely to occur in a manner that unacceptable
15 environmental effects will occur to the forest estate?

16 A. In the area of the undertaking, I am
17 not aware of where it would be unacceptable.

18 Q. And by the forest estate, what do you
19 understand that to mean?

20 A. I am referring to the boreal and
21 Great Lakes forests of the area of the undertaking.

22 Q. And what particular part of that
23 environment are you concerned about, or are you
24 addressing when you say --

25 A. Well, I am not addressing the water

1 system at all, the streams and the lakes and so on.

2 Q. Does your answer address...

3 A. It only addresses the land base in
4 that area.

5 Q. And is site productivity included in
6 that?

7 A. Yes.

8 THE CHAIRMAN: What paragraph was that of
9 Exhibit 5A that we were dealing with?

10 MR. FREIDIN: 5A? Oh, when we did 5A?

11 THE CHAIRMAN: Yes. We just got it.

12 MR. FREIDIN: I am sorry, it was
13 Attachment No. 3 - I don't think the pages are
14 numbered - and it is the very first paragraph.

15 THE CHAIRMAN: Thank you.

16 MR. FREIDIN: Q. And can you advise, Mr.
17 Armson, whether there has been any work done in Ontario
18 which supports your evidence that potential negative
19 effects of accelerated release of nutrients on the
20 forest estate are not significant?

21 A. I can't think of any studies. There
22 are studies that have monitored the movement of
23 elements into the water system and concluded that the
24 amount that has been moved, obviously following
25 logging, clearcut logging - this is a paper by

1 Nicholson, et al - that the amounts that were moved in,
2 which may or may not be of significance in the water
3 system - I can't address that - were insignificant in
4 relation to the amounts that were in the forest -- the
5 forest land part of the system.

6 So, in that sense, there has been a
7 study, that was in northwestern Ontario.

8 THE CHAIRMAN: But they wouldn't be
9 moving necessarily?

10 MR. ARMSON: Well, they were really
11 looking at what came into the water system.

12 THE CHAIRMAN: As a result of cutting?

13 MR. ARMSON: As a result of cutting and
14 then said: Well, if we track that back to the levels,
15 the pool sizes and nutrients that were on the land base
16 the amount we are measuring as an increase in the water
17 when we aggregate it back is really a very small, small
18 portion.

19 THE CHAIRMAN: But the point is: If you
20 didn't clearcut at all--

21 MR. ARMSON: You would not have had that
22 amount of water.

23 THE CHAIRMAN: --it wouldn't be moving?

24 MR. ARMSON: That's right. Correct.

25 MR. FREIDIN: Q. And in terms of

1 nutrients leaving a site through groundwater, would
2 phosphorus be one of the nutrients which would be
3 included in that?

4 A. Phosphorus would be one of them, yes.

5 Q. Would nitrates be one?

6 A. Nitrogen in the form of nitrates,
7 yes.

8 Q. Thank you. Mr. Armson, you have
9 spoken about nutrient loss due to removal of biomass
10 and you have spoken about accelerated release of
11 nutrients after harvest, and you have indicated that
12 individually they do not result in a concern re: loss
13 of productivity; is that correct?

14 A. That's correct.

15 Q. Now, there are other timber
16 management activities that can occur on this
17 hypothetical site, if you will, other than harvest.

18 And are you able to provide any opinion
19 as to whether the potential effects of harvest in
20 combination with effects that subsequent timber
21 management activities such as site preparation and
22 tending will have? Will the combination of those
23 activities cause your answer to change; is really what
24 I am asking?

25 A. No. They would in fact, if anything,

1 increase the positive side. That is, the site
2 preparation, whether it be a mechanical site
3 preparation which would -- depending on the equipment
4 and the way it is employed, would tend to rip some part
5 of the forest floor, not to discard, would tend to
6 increase the rate of decomposition.

7 And tending, particularly by the removal
8 of existing stems as in pre-commercial thinning, is in
9 effect again a putting down of nutrients onto the
10 ground surface again which can be decomposed and
11 recycled.

12 Q. Thank you. And can you advise me:
13 Does the scenario that you have described I guess a
14 number of times in your evidence of the areas of
15 southern Ontario which at one time were blowsands, have
16 any relevance to this particular topic or the question
17 I just asked you?

18 A. Well, only to the degree that they
19 provide, if you like, at one end of the spectrum
20 almost -- the most infertile type of condition that you
21 could have to start with in terms of establishing a new
22 forest as compared to what we have within the area of
23 the undertaking.

24 Q. Mr. Armson, I would like to move on
25 and ask you a few questions about acidification of

1 soils.

2 And I understand that an increase in
3 acidification of soils due to certain harvesting
4 practices is a matter of recent discussion within the
5 scientific community?

6 A. Yes, it has been a matter of
7 discussion primarily because of the overall effects of
8 acid precipitation within both -- well, northern
9 hemisphere I guess and so on.

10 Q. Could you describe the discussions
11 which have taken place?

12 A. Well, the discussions that have taken
13 place are primarily to determine -- well, discussions
14 and studies to determine to what degree acid
15 precipitation has brought about any changes in the
16 acidity of soils.

17 And once you look at that, you are also
18 into looking at what changes in acidity may occur in a
19 soil as a result of the natural processes independent
20 of acid precipitation.

21 Q. Have any of the discussions revolved
22 around the effects of harvesting?

23 A. There have been some discussions, I
24 am not aware of any studies of any comprehensive
25 nature, but there have been certainly discussions as to

1 whether - centered around primarily, whether the
2 removal of nutrients in the harvest material, which
3 does contain a considerable amount of the bases calcium
4 and magnesium, whether that removal would in the short,
5 medium and longer term result in a more acid soil
6 condition following the harvest.

7 And from the studies that have been
8 undertaken, there is no clear evidence one way or the
9 other. But I would point out to the Board that there
10 is a factor that immediately comes into place because
11 once you have removed the material, if the site is then
12 exposed, you begin to get the temperature and moisture
13 relationships which bring about greater decomposition
14 which tends to bring more bases into availability in
15 the soil from that cause and it is very difficult to
16 sort the two effects out.

17 Q. Okay. Now, you are throwing around
18 probably I think a new phrase, brings into play these
19 bases. And what I wanted to do was to ask you to
20 explain sort of in general terms what acidification
21 means, particularly in terms of the soil, and perhaps
22 you could incorporate within that answer an explanation
23 and significance of this reference to bases?

24 THE CHAIRMAN: Just a minute.

25 MS. SWENARCHUK: Mr. Chairman, I wonder

1 if at some point today or tomorrow, before the end of
2 Mr. Armson's testimony, if he could perhaps
3 specifically refer us to the studies that he is
4 discussing?

5 MR. ARMSON: Yes, I would do that, Ms.
6 Swenarchuk.

7 MR. FREIDIN: Q. All right. Do you want
8 me to repeat the question, Mr. Armson?

9 A. Yes, you repeat the question.

10 Q. Okay. I would like you to explain
11 what acidification means in terms of acidification of
12 soils, and I would ask you in your explanation to also
13 provide the Board with an explanation of what you mean
14 by bases and the role that they play in this particular
15 subject matter.

16 Sounds like an exam question, Professor.

17 A. By acidification, whether it be in a
18 solution or in a solid mix, but we are referring to the
19 soils here which is a combination of both, what we are
20 referring to by acidification is an increase in the
21 concentration of hydrogen ions in the solution as we
22 measure it.

23 And, therefore, since the concentration
24 of hydrogen ions is affected by, on the other side, the
25 concentration of hydroxyl ions and these are associated

1 with bases - I am trying to be relatively clear here -
2 we equate the more basic a soil, the more that you have
3 basic elements such as and particularly calcium,
4 magnesium, potassium, then the less acid the condition
5 in which they occur.

6 The more -- the less you have of the
7 bases, the more hydrogen ions you have and the more
8 acid it is. And we measure the acidity in a scale
9 which is the hydrogen ion concentration which is
10 referred to in numerical values as the pH - that is the
11 small p capital H - and all that is is a logarithm of
12 the concentration of hydrogen ions.

13 Q. So the higher the pH...?

14 A. The higher the pH the less acid and
15 lower the pH the more acid, and the point of neutrality
16 is the number 7.

17 THE CHAIRMAN: How well those of us who
18 own swimming pools know that number.

19 MR. FREIDIN: I never understand what
20 happens when I throw all that money in the pool.

21 THE CHAIRMAN: It turns green and you
22 shortly do thereafter.

23 MR. FREIDIN: Q. And I believe you
24 indicated that when you harvest in the removal of the
25 biomass you are having an effect on the absolute number

1 of base ions on the site?

2 A. That's correct.

3 Q. In which way?

4 A. You are removing -- you are reducing
5 the total amount of -- I would rather put it calcium
6 and magnesium in whatever form they occur on that site.

7 Q. Is there any offsetting mechanism in
8 relation to that?

9 A. There are two offsetting mechanisms.
10 One I have already referred to which is the process of
11 decomposition. The other is the process of weathering
12 of mineral materials within the soil which releases --
13 depending on the nature of the geological materials,
14 which releases elements such as bases of calcium and
15 magnesium, and some minerals have more than others of
16 those elements.

17 So this is part of the dynamics and the
18 fluxes are replenished.

19 Q. Do soil scientists categorize soils
20 as acid or base?

21 A. Yes.

22 Q. Why?

23 A. Because the acidity or alkalinity or
24 basic nature of the soil can be linked to many other
25 processes within the soil and the activities of many

1 kinds of organisms and their related processes.

2 There are certain organisms, for example,
3 that thrive very well in acid soils, others that are
4 very intolerant of acid conditions and so on.

5 So that when one knows the acidity or
6 alkalinity - and in soil science we refer to it as the
7 pH of the soil - then it conveys to a soil scientist a
8 certain set of other -- not necessarily fixed
9 conditions, but it gives them a sense of what other
10 properties that soil may have, or certain other
11 properties that soil may have.

12 Q. And, Mr. Armson, are soils in the
13 area of the undertaking acid or base to start with?

14 A. The vast majority are acid.

15 Q. And, in your view, does that have any
16 significance regarding this discussion or concern
17 regarding the potential increase or decrease in acidity
18 in the soil as a result of harvest?

19 A. Well, we have ranges of acidity, but
20 what it means is that the vegetation and the conditions
21 under which the forests have existed and continue to
22 exist is one of an acid state. That's the first point.

23 Therefore, in terms of an effect by any
24 factor, man-controlled or other, and I have indicated
25 that fires, the normal effect of a fire is to bring

1 about a rise in the pH and, therefore, somewhat less
2 acidity, not necessarily becoming not acid at all, that
3 is a transitory, it occurs and then the soil reverts to
4 its original acidity. So it is just a given, let's put
5 it that way.

6 Q. Now, I used a phrase in my question
7 to you, I said: What if it was acid or base -- you
8 know, are the soils in the area of the undertaking acid
9 or base to start with, and what did you understand me
10 to mean when I said 'to start with'?

11 A. That the soils of the forest as we
12 enter upon them now, the natural state, are they acid
13 or basic and my answer is acid.

14 Q. And were you visualizing a forest
15 with pre-harvest or post-harvest?

16 A. Was pre-harvest.

17 Q. Theoretically is there a point at
18 which soil would become too acidic?

19 A. Yes.

20 Q. Have you ever seen this occur, or do
21 you have any reason to believe that it occurs in the
22 area of the undertaking as a result of timber
23 management activities in such a way that it gives rise
24 to a concern?

25 A. No.

1 THE CHAIRMAN: Can acid precipitation or
2 does it, where it exists, kill forests as well as lakes
3 or cause substantial damage; do you know?

4 MR. ARMSON: There is no evidence - and I
5 am drawing upon the plots and the measurements and
6 monitoring that have been conducted by the Canadian
7 Forestry Service and the Insect and Disease Group of
8 that, and by the provincial Ministry of the
9 Environment, the staff were concerned with monitoring,
10 in particular, the effects of acid precipitation on
11 maple. I think this is the area, Mr. McNaughton has
12 been involved in that.

13 And I attended a meeting last November
14 that dealt very specifically with this - as well as,
15 incidentally, the effects in Quebec - and from that
16 meeting it was quite clear from the evidence presented
17 as a result of those monitoring studies that there is
18 no measurable decline either in terms of growth --
19 certainly in terms of mortality in the sugar maple in
20 the area largely south of the area of the undertaking,
21 as a result, that can be attributed to acid
22 precipitation. There is quite a voluminous set of
23 reports dealing with that.

24 MR. MARTEL: Can you tell me what killed
25 the white pine then from the Sudbury basin down?

1 MR. ARMSON: Some of the killing of the
2 white pine was related - my understanding and I believe
3 I have seen some of the evidence, although I couldn't
4 give examples of this - would be from going back some
5 decades now to the sulphur dioxide emissions from the
6 smelting operation at Sudbury.

7 There has been damage and I have seen
8 this, and a gentleman who used to be the head of the
9 Phytotoxicology Section of the Ministry of the
10 Environment was involved some years ago in a study of
11 the effects of ozone damage on white pine in the same
12 area, the Temagami area, and then closer in towards
13 Sudbury.

14 And there has been periodically
15 considerable needle damage and some mortality from that
16 and certainly earlier on from sulphur dioxide.

17 But I am not aware of any white pine
18 mortality currently other than what might be attributed
19 to these periodic -- these periods of ozone intensity
20 which no one is really quite sure of how it comes
21 about.

22 MR. FREIDIN: Q. Now, Mr. Armson, if you
23 increase the acidity of soil, is there any relationship
24 between that increase and the potential for increased
25 acidity of lakes and streams?

1 A. Yes, there is a potential there.

2 Q. And could you explain how -- could
3 you explain that connection?

4 A. Well if, as a result of an activity
5 whatever that may be, there is an increase in the
6 hydrogen ions, therefore in the acidity of the soil,
7 and those ions are moved through the soil in the moist
8 water in the soil to the streams, rivers and lakes,
9 then those ions will in fact cause increased acidity in
10 those waters.

11 Q. Okay.

12 MR. FREIDIN: Mr. Chairman, I think that
13 would be a convenient time for a break, if we are going
14 to have an afternoon break.

15 THE CHAIRMAN: Good, I just ran out of
16 ink. 20 minutes.

17 MR. FREIDIN: I can advise people that
18 there is no chance of finishing today, and there is a
19 chance of finishing tomorrow at the rate things are
20 going.

21 ---Recess taken at 3:20 p.m.

22 ---Upon resuming at 3:47 p.m.

23 THE CHAIRMAN: Thank you.

24 MR. FREIDIN: Q. Okay. Mr. Armson, you
25 can move on perhaps then to the next topic, the

1 hydrologic cycle. Can you in very simple terms explain
2 what the hydrologic cycle is?

3 A. Yes. And if I may with the Board, I
4 am going to refer to Figure 7 which is in the
5 document -- the Panel 9 statement of evidence and I
6 have an overhead and, if I may, I will use it to
7 illustrate the cycle.

8 Q. That's Figure 7. Is that on page 27?

9 A. That is on page 27 of the document.

10 Q. And perhaps before you do that, Mr.
11 Armson, are you going to be focusing in on certain
12 parts of the cycle in your evidence, or are you going
13 to be talking about all of it?

14 A. No, I am going to be focusing on
15 certain parts.

16 In the document itself, it refers to the
17 main components of the water cycle, but this is the
18 land part of it. I am obviously - as you see in that
19 figure - am not dealing with streams and rivers and
20 lakes and oceans, which is another part of the cycle,
21 but I am dealing with the land base component.

22 Q. And I understand you will be dealing
23 with inputs?

24 A. I will be dealing with both inputs
25 and losses in a somewhat analogous way that I dealt

1 with in terms of the nutrient cycle and I am going to
2 explain -- as I said earlier, in many respects we are
3 dealing here with fluxes rather than pools; the pools
4 are the lakes and rivers and streams, they are out of
5 it.

6 There is a certain amount of moisture
7 that will be retained within the soil, but it is a
8 dynamic quality rather than a static quality. If I
9 could refer to the figure, in terms of the water cycle
10 from forest land, the source -- the ultimate source is
11 the precipitation. What then happens to that as it
12 moves to the soil surface in a forested condition or
13 where there is vegetation, and in the diagram I have
14 attempted to show various degrees of vegetation in a
15 schematic way because there are some differences.

16 Assuming liquid precipitation, then it
17 will flow through. Some of that water will be
18 retained, we say intercepted by the crown, it will coat
19 the surface of the leaves and, in fact, some vegetation
20 is physically a greater interceptor of water
21 precipitation than others, also the intensity of the
22 storm is a factor, the rainfall. I think anybody who
23 has ever been out in the rain and sat under trees
24 recognizes that.

25 But the water that is intercepted and

1 does not flow down, and normally it would move from the
2 foliage or the tree, either a stemflow down the stem,
3 which can be quite important, or as a dripping from the
4 tree and going to the surface of the floor; what it
5 does not move in that direction is evaporated back into
6 the atmosphere.

7 The significance of this is that where
8 you have a complete canopy - and here I am referring
9 primarily to a tree canopy, but this could be -- where
10 you have a complete canopy, especially a large one and
11 low intensity rainfall, you can have very major amounts
12 of canopy or crown interception and movement back into
13 the atmosphere; so very little of that moisture moves
14 through to the soil. And it is the high intent --
15 higher intensity storms that, in fact, move through the
16 soil as throughfall.

17 This also is true if the precipitation is
18 solid. If we have snowfall, then again depending upon
19 the nature of the forest, species, the crown canopies,
20 then you may or may not get greater or lesser
21 interception.

22 And I think the Board is aware that
23 interception of snowfall on certain kinds of trees,
24 particularly evergreens, can be important in terms of
25 wildlife winter habitat, intercepts it and in effect

1 forms sort of a snow cover. So the interception factor
2 can be a key one in looking at the overall movement of
3 precipitation, whether liquid or solid.

4 The throughfall or the stemflow then
5 moves to the soil surface. If it is stemflow, it will
6 then move down along the upper part of the root system
7 at the ground surface and then moves along roots. And
8 this is becoming increasingly an area of interest for
9 many soil scientists because the amount of the
10 stemflow -- it is as if you have water flowing along
11 the outside of a pipe rather than the inside of a pipe.

12 The water movement is very rapid as it
13 moves down the stem of the tree and then along the root
14 system can be very rapid and, of course, it is going
15 directly to the positions that it will be most
16 advantageous and reabsorbed. So water that moves in
17 stemflow is considered, if you like, very valuable
18 water in terms of subsequent re-use by the trees.

19 Water that moves into the soil resulting
20 from either dropping from the crowns or throughfall,
21 through the crowns or in the openings, then moves into
22 the soil and we refer to that as water of infiltration.
23 And the key factor here is, again, we come back to
24 rates. If the rate at which water is coming to the
25 surface of the soil is greater than the rate at which

1 water can move into the soil, then it therefore follows
2 that the water doesn't move and it has got to go
3 somewhere else, and that is surface runoff.

4 Where the infiltration rate is greater
5 than the rate at which water is received in the soil
6 surface then, of course, you do not have runoff.

7 This is where the importance of the
8 forest floor comes into play, because where you have
9 the surface soil organic layers, the essentially fresh
10 litter only partially decomposed at the surface, and
11 then through -- that provides a system of pores or
12 openings - and I have been referring to your question
13 about the clay - this is one of the most open systems
14 where you the water move through it very rapidly and
15 into the mineral soil depending on what type of...

16 But that is why the forest floor
17 minimizes and may, under most circumstances, in fact
18 make surface runoff also negligible. It has this
19 effect.

20 If the infiltration rate is in fact lower
21 than the rate at which water is received with the
22 forest floor, then the water then has to move either
23 along the surface of the forest floor or within it.

24 What has happened then is water is moving
25 through the organic surface layer. So that in itself

1 forms, if you like, an impediment to the movement of
2 the water and minimizes the actual physical effect of
3 erosion from surface runoff.

4 The net result of this is that we
5 conclude that where we have complete forest floor
6 cover - and they can vary in terms of both its nature
7 structure and its thickness - by and large we have
8 conditions which will minimize or almost render
9 negligible surface runoff and certainly erosion. This
10 is why we place a great deal of emphasis on that forest
11 floor.

12 THE CHAIRMAN: And, Mr. Armson, you would
13 normally expect that the usual theories concerning
14 things water tables and recharge areas, et cetera,
15 would remain the same?

16 MR. ARMSON: Oh yes, that is right. The
17 hydrologic processes remain -- in fact, they are the
18 same, but we are now applying them to a set of
19 conditions which normally don't apply in the
20 agricultural area in terms of arable soils because they
21 are exposed for some part of the year. These have a
22 permanent cover essentially.

23 When the water moves into the soil, the
24 water of infiltration, it then can move - depending on
25 topography - it can move literally -- and this is often

1 referred to as sub-surface runoff. I think most people
2 wouldn't think of it as runoff, but it is referred
3 technically often as that -- in that way and it
4 eventually goes down and will join the drainage system.
5 Or the water may move to deeper layers and join the
6 groundwater, and this is I think what you are referring
7 to, Mr. Chairman, as the normal processes.

8 Some of the water - and depending on the
9 nature of the soil - will be retained within the soil
10 body and there -- in other words, it doesn't move, it
11 is held by physical forces within the soil, and there
12 it will remain until it moves normally back up again as
13 a result of absorption by tree groups or other
14 vegetation and is then moved back out in terms of what
15 we refer to as evapotranspiration.

16 If there were no vegetation there, then
17 it would move by evaporation from the soil surface.
18 But the largest loss is from evapotranspiration which
19 is indeed very considerable.

20 In a very simplistic manner, you can view
21 vegetation and particularly trees, particularly trees
22 with deep roots as nothing more than biological pumps.
23 Their main purpose in life seems to be pumping water
24 out through their foliage.

25 Now, the key elements here; that is, the

1 precipitation, the input, the amount of the intensity
2 of the water, the degree to which there is a vegetation
3 covering all of the surface, all the way up, the degree
4 to which during part of the year the vegetation has
5 leaves which are transpiring water, losing water or if
6 they have no leaves, as deciduous trees do not have in
7 the late fall or in the early spring, then there are
8 totally different relationships that will occur in
9 terms of water conditions within the soil.

10 The temperature of the soil becomes an
11 important factor. If there is a canopy, a full canopy
12 from the spring and a coniferous covering, a complete
13 coniferous covering in the area of the undertaking
14 particularly, and you would have some snow, the ground
15 is frozen to some degree, then any precipitation that
16 comes down obviously is going to meet the different
17 conditions here than if you have a hardwood stand with
18 no foliage on it and the ground frozen.

19 So the elements of the type of
20 vegetation, the season or condition of the soil, and
21 the vegetation, vis-a-vis temperature, and the nature
22 of the precipitation, all come into play and have to be
23 considered.

24 When you are looking at -- if you are
25 looking at balances, if you will, and more particularly

1 if you are looking for reasons why -- or what will
2 happen when you interfere with one of these elements
3 particularly, obviously in this case the vegetation.
4 So these are the -- that, in terms of the water cycle,
5 this introduces the key elements and that is what we
6 are looking at.

7 Q. Now, I have a couple of questions
8 while that is still up. When you referred to the
9 subsurface flow, I think you then referred to
10 groundwater?

11 A. Yes.

12 Q. And where is the groundwater shown on
13 that?

14 A. Well, the groundwater -- this is the
15 water flowing to depth and the groundwater would be in
16 here. I think a natural...

17 Q. And so what's the distinction between
18 subsurface flow and water leaving the site through
19 groundwater?

20 A. Subsurface flow would move down
21 through the soil laterally and will at some point enter
22 into a part of the watershed, streams and so on.

23 Q. And groundwater, what does it do?

24 A. Groundwater, we refer to that as the
25 water which is identified below the level of the water

1 tables. The water tables are the upper surface of that
2 groundwater.

3 Q. And do you speak in terms of that
4 groundwater moving away from the site?

5 A. The groundwater may be relatively
6 static, or more often it is in fact also moving.

7 Q. The reason I am asking is that there
8 was evidence that you gave in relation to the nutrient
9 cycle and nutrients leaving the site through, I think I
10 used the word term groundwater. I want to try to
11 clarify whether that what was a proper use of the word.

12 A. They will leave the site either
13 through the subsurface runoff or through the -- flow to
14 the groundwater and out. They can leave either way.

15 Q. And I think you indicated it could
16 leave in surface runoff as well where that occurs?

17 A. Surface runoff, yes.

18 Q. Okay. And you indicated that where
19 in fact you had a complete forest floor, you wouldn't
20 expect any surface runoff. Can you have some forest
21 floor removal and not have surface runoff?

22 A. Yes.

23 Q. And --

24 A. Because if the forest floor is
25 interrupted or disturbed in an intermittent way as, for

1 example, you will hear more in I believe Panel 11 about
2 hatch scarification where in fact a piece of the forest
3 floor is flipped - it's almost about that area, maybe a
4 little bit larger than that - just flipped over and
5 then six feet or two metres down the line there is
6 another...

7 That has no effect in terms of increasing
8 runoff because there is no channels there. Even when
9 there are channels, as with some site preparation, if
10 they run in certain ways there is minimal runoff, if
11 any.

12 Q. And just one last question. When you
13 were referring to the tree canopy - and I believe you
14 were speaking to the role it plays in interception -
15 you said the tree canopy -- you said, but it could be,
16 and then you stopped in mid-sentence and changed
17 thought.

18 I am just wondering, is there something
19 else that acts in terms of interception that you wanted
20 to refer to?

21 A. Well, the vegetation generally and,
22 of course, the forest floor if it is totally exposed.

23 Q. Okay.

24 A. Particularly, if I might, the forest
25 floor exposure -- if the surface is exposed, then again

1 the forest floor acts in absorbing the energy of impact
2 of the precipitation and there again minimizes any
3 erosion forces that may be present.

4 Q. Mr. Armson, in taking us through that
5 particular figure, Figure 7 at page 27 of the witness
6 statement, you have referred to certain -- or some of
7 the factors which could affect, I guess, the inputs of
8 water to the site and what factors might affect water
9 leaving the site.

10 And I am just wondering if in fact you
11 could perhaps summarize or list the factors that do
12 affect inputs and outflows of water to the site?

13 A. Well, the most obvious one, and the
14 one I have referred to is the vegetation. So there we
15 are looking at the species I referred to, whether a
16 species is a conifer, whether retaining its foliage or
17 whether it is a deciduous species. So that will have
18 an impact in terms of the period of the year during
19 which evapotranspiration can take place.

20 Also, the species is important in terms
21 of the root distribution because certain species which
22 are shallow rooted - I believe again I referred very
23 briefly to this in Panel 2, but I think it is more
24 pertinent in this discussion - species which are
25 shallow rooted will not be able to extract water, if

1 you will, for evapotranspiration even from a deep soil
2 only to the degree that as they move water from the
3 surface zone then there may be some upward movement.

4 Whereas a deep rooting species which will
5 in fact tap the larger value of the soil will be able
6 to retain a much larger amount of water. This is
7 particularly important in soils and in areas where the
8 recharge from the winter of the soil. Normally the
9 forest soils in the area of the undertaking, virtually
10 all of them, when they enter -- we come into the
11 growing season those soils contain the maximum amount
12 of water that a soil can contain.

13 We use a term -- we use a jargon, we say
14 the soil is at field capacity. We mean, that's all it
15 contains. If it had any more water, the water would
16 run out the bottom. So that the spring -- and that is
17 then entering --

18 THE CHAIRMAN: Why out the bottom,
19 wouldn't it run off the top?

20 MR. ARMSON: No, it would go down to the
21 groundwater, assuming you put rainfall in the top.

22 THE CHAIRMAN: Yes, and it absorbs all it
23 can?

24 MR. ARMSON: Yes, but it would still --

25 THE CHAIRMAN: Wouldn't it pond

1 eventually?

2 MR. ARMSON: No. In most cases it will
3 enter -- if we have a forest floor it will move into it
4 and it is just like adding more water to a system of
5 hydraulic tubes that are already essentially filled, it
6 just comes out the bottom. As long as the rate that
7 you add it doesn't exceed the rate at which it can flow
8 out the bottom. If it does that, then you would have
9 your situation.

10 THE CHAIRMAN: Okay.

11 MR. ARMSON: So the rootability or the
12 root system - and that relates also back not only to
13 species but to the stage of development, a very small -
14 when we regenerate an area, either by natural means or
15 by artificially, the root systems of those seedlings,
16 those trees, new germinates are quite small relating to
17 the total exploitable, and that was a term used by Dr.
18 Timmer, that can be exploited by a root system.

19 So those are factors that enter into the
20 utilization of water. The structure -- therefore, the
21 structure and age of the stand becomes a consideration.

22 MR. FREIDIN: Q. And when you say
23 structure of the stand at that time, what are you
24 referring to?

25 A. We are talking about the physical

1 nature of the forest. If we look at a forest,
2 particularly in the wintertime -- but any time of year,
3 but especially when there are deciduous trees in it,
4 you look at the stems and you look at the branches and
5 the system, and then when those become coated with
6 leaves you are looking at a physical structure.

7 Conifers have different structures, the
8 spruce with its vertical stem and the lower sweeping
9 branches; the hardwoods which tend to have branches
10 that move up, that's what I am referring to.

11 That has an effect in terms of the
12 distribution of water because, as I said, with
13 interception, a crown that we associate with most
14 hardwoods will tend to move more water down in stemflow
15 than a spruce tree which has branches and needles which
16 tend to flow -- physically move away from the stem. So
17 we get differences in stemflow depending on species.

18 I wouldn't suggest it is a very
19 significant point, but it does have some implications
20 and the structure obviously changes with age. That I
21 think is the key set of elements relating to the
22 vegetation.

23 Q. I would assume then that the amount
24 of vegetation would also be a factor?

25 A. The amount of vege -- whether there

1 is a complete canopy, a partial canopy. And certainly
2 if one were dealing with a situation where you were
3 comparing woody species, shrubs, trees as contrasted
4 with grass vegetation, you have a totally different
5 situation in terms of interception and movement into
6 the soil.

7 The second one, and the most obvious
8 feature besides the vegetation, is the soil itself and
9 the conditions of the soil. And I believe I have put
10 emphasis on the surface conditions, particularly the
11 organic -- surface organic layers, the forest floor.
12 That forest floor also may have quite different
13 structures and compositions irrespective of its depth.

14 It is interesting, the surface runoff
15 from a hard maple stand in the Great Lakes/St. Lawrence
16 region would be far greater normally than it would be
17 from a pine or a spruce fir stand in the same area.
18 And the reason is that the litter of the hard maple
19 leaves, in the fall and then after snow, lays compact.
20 And if anyone has been out in the spring, in March
21 after the last snow is going, those large maple leaves
22 just act like shingles on a roof.

23 So that the final snow melt normally runs
24 down those shingles and you get quite considerable
25 surface runoff from that hardwood forest floor

1 condition as compared with the conifer one. It moves
2 into the soil to a greater degree.

3 The nature of the inorganic soil, whether
4 it be a coarse textured soil, a sandy soil, whether it
5 be a fine-textured soil, the structure of the soil,
6 whether there are cracks in it, structure that we find
7 sometimes in clay, the degree to which roots penetrate,
8 all affect the degree to which and rapidity with which
9 water can move through the soil. So those are factors.

10 The slope, again, I think that's a
11 self-evident condition. We note -- as foresters, we
12 are very conscious of the fact that where we have soil
13 conditions in stands that are located on slopes,
14 relatively gentle slopes, but they don't have to be --
15 but two or three, four degree slopes, that there is a
16 general movement of water through that soil and we
17 recognize those slopes, and particularly the lower ends
18 of them, as being usually much more productive areas
19 than the upper levels of the slope because of that
20 movement of water.

21 And finally, I think the other factor
22 that I suggest, which is not indicated in that
23 particular slide and; that is, whether there is the
24 presence of a water table within the soil and more
25 particularly within the rooting zone or slightly below

1 the rooting zone of the vegetation, and there we become
2 interested -- in fact, we recognize water tables that
3 are static which are not the common ones and those
4 which are moving water tables which are very common in
5 much of the forest area and extremely important in
6 terms of the productivity of the forest stands that
7 occur situated above them.

8 THE CHAIRMAN: Do you mean moving water
9 table, in terms of where it locates itself or moving
10 into the water?

11 MR. ARMSON: Moving the water itself, I am
12 sorry, the water table does move too, but I am
13 referring to the lateral movement of water.

14 MR. FREIDIN: Q. Is it the lateral
15 movement of water that you said was important?

16 A. Yes. And this is -- I am talking of
17 saturated flow here as distinct from unsaturated flow.

18 Q. Perhaps you could just expand on that
19 and why that is significant?

20 A. Yes. If we have moving water within
21 the soil; that is -- may I use the flip chart here -
22 if we have a forest and a soil condition, or the trees
23 are rooted and we have a water table, but the water
24 beneath that water table is moving usually associated
25 with these general slopes, then the one thing that

1 we -- this water is usually a low temperature water -
2 within the ground is not warm it is usually cold -
3 contains dissolved oxygen; the colder the water the
4 more dissolved oxygen.

5 So that roots which require oxygen can in
6 fact grow within conditions at the surface that may be
7 saturated but where there is enough dissolved oxygen
8 that they can get that, they don't to have air, in
9 other words, in the soil. So that is one factor that
10 allows the roots to retain their -- maintain their
11 position of live roots actually within a part of the
12 system that normally they couldn't because it is
13 saturated.

14 Secondly, the water here is not pure
15 water it contains dissolved elements. It is like a
16 very weak nutrient solution. Some of the nutrients
17 have come from the soils up here that are decomposing
18 and so on. So these nutrients, the ones we have been
19 talking about on various levels are moving through here
20 and that is exactly what it is. I believe we sometimes
21 refer to it as a natural hydroponic system.

22 The tree growth here, therefore, has
23 developed and will develop with a condition in which -
24 because of the lateral flow in relation to the
25 evapotranspiration - where this is large and that is

1 relatively small in relation to it, and what you have
2 is a dynamic system which can lead to growth.

3 And this is the most common situation
4 that we have in the area of the undertaking where we
5 have water tables. And we note on these areas usually
6 quite productive stands.

7 The other situation with a water table
8 would be one where you have -- I better use another
9 page.

10 MR. FREIDIN: Do you want to mark that as
11 an exhibit, Mr. Chairman, that particular one?

12 THE CHAIRMAN: Does anyone want it in?

13 MR. ARMSON: Number?

14 THE CHAIRMAN: Well, I think we can
15 probably skip that one, not that your art isn't good.

16 MR. ARMSON: I have an overhead, Mr.
17 Chairman, that deals with this in relation to
18 harvesting activities. But perhaps, what I -- if we
19 have another situation - I am deliberately drawing
20 somewhat smaller trees - where we have a water table
21 which is static, then we have something that is totally
22 different because the water is sitting there, it may --
23 the water table level isn't a fixed one, it may rise
24 vertically, but it is essentially a water table with
25 low oxygen, it has very little influx of nutrients and

1 the root systems down in here, when they move into it,
2 they normally will die after limited periods of
3 saturation.

4 So these static water tables are ones
5 that normally, for very small roots of tree growth,
6 they are the more uncommon ones.

7 MR. FREIDIN: Q. In discussions in your
8 evidence about nutrient cycles, you indicated that
9 quite apart from the -- just one moment, please.

10 All right. So basically with a few
11 exceptions in the evidence, what you have described is
12 the hydrologic cycle in a non-disturbed state; is that
13 correct?

14 A. That's correct.

15 Q. All right. I want to move to the
16 hydrologic cycle where you have disturbance and I
17 understand that perhaps somewhat a little differently
18 than was done with the nutrient cycle, you will deal
19 with the effect of disturbance from both natural causes
20 and man-caused sort of at the same time?

21 A. Yes.

22 Q. You are not going to split them
23 apart?

24 A. Yes, I will. That's right.

25 Q. And do natural disturbances and

1 man-made disturbances play a role in the hydrologic
2 cycle or change the hydrologic cycle in a similar
3 fashion, if you will, than as occurred in the nutrient
4 cycle?

5 A. Yes, they do.

6 Q. And you described the factors which
7 can influence the hydrologic cycle, you have just gone
8 through that and listed them. Could you now describe
9 the role that disturbance, both natural and man-made,
10 play in changing the magnitude and, therefore, the
11 influence that each of those factors plays in the
12 hydrologic cycle?

13 A. Yes. And if I might, I would like to
14 refer the Board to the Panel 10 statement of evidence
15 and, in particular, page 234 on that and I would like
16 with the Board's permission to use an overhead of that
17 again.

18 First of all, just before I put the other
19 overhead on, I would just like to draw the Board's
20 attention to the fact that in terms of the element --
21 the amounts here, the evapotranspiration is a very
22 large amount. So that anything that blocks off or
23 results in a removal of that evapotranspiration; in
24 other words, if there is no vegetation there, then
25 given the same amount of precipitation, the water has

1 to go somewhere and the normal -- since it can't go
2 back up again, it has to either go down the hill or
3 through the soil and join the groundwater.

4 So the net effect of removing vegetation
5 by whatever means, natural or artificial, is for the
6 yield of water downstream to increase and the figure
7 you see on page 234, I think it was, is a bringing
8 together of results from a variety of areas not only in
9 Canada, but also from a rather large set of data
10 gathered from other countries. And that data from
11 other countries is represented by the line on this
12 graph.

13 The graph has a vertical axis in which is
14 measured the increase in water yield, in this case in
15 millimetres from zero to 400 millimetres. The
16 horizontal axis from zero moves to the right to -- and
17 measures the percentage of the reduction in forest
18 cover.

19 Now, what you would expect is that as
20 there is an increase in the reduction or, in fact, a
21 decrease therefore in the amount of forest cover, you
22 would expect there to be an increase in water yield.
23 And the data from around a number of countries suggests
24 that by this linear relationship the equation why it
25 was put in there.

1 The dots on the figure are of two kinds;
2 one which is coloured in the overhead red - and in the
3 figure that you have is black it is coloured in - and
4 the open circles. The closed circles or the red ones
5 on the overhead are harvested areas, data for harvested
6 areas in North America; and the open ones are data for
7 wild areas from wild fire.

8 And what is interesting here is that the
9 data from a wide variety of sources but some from
10 Quebec, some from New Brunswick, some from Ontario all
11 tend to lie under the curve that represents other
12 countries. Although there is a general increase in
13 water yield with decrease in forest cover, which is
14 what we would expect, but that increase is, if you
15 like, mitigated or minimal compared to the data for a
16 number of other countries.

17 The only explanation that really makes
18 sense is that although these may be areas that have
19 been harvested - and note the harvested ones where
20 there is a comparison, one from northwestern Ontario -
21 I believe the harvested one is slightly less than
22 the -- I would say it is of no great significance, less
23 than the loss or the increase in yield from wild fire.

24 These are lower than what we might take
25 as a more general average because of the fact that when

1 you harvest you still leave vegetation -- lesser --
2 lower understorey and even after a fire, particularly
3 as I indicated in a fire in summertime when new
4 vegetation can reestablished, any reestablished
5 vegetation, albeit even low, as long as it has a
6 complete canopy will tend to minimize the water yield
7 increase.

8 So this is, I think, the kind of
9 evidence, if you like, that we would take and then
10 relate to conditions and say: Yes, there will be an
11 increase in water yield, the magnitude will vary
12 obviously but, in general, it is much less than we
13 would associate with conditions in other countries. A
14 number of the countries there were those of very little
15 forest floor. I think the forest floor here is of
16 considerable impact.

17 THE CHAIRMAN: Would loss of rain forests
18 such as what they are talking about in Brazil sort of
19 operate in the same way?

20 MR. ARMSON: In the rain forests - and I
21 cannot speak from any personal knowledge - but from
22 descriptions of the soils there and certainly from
23 areas in subtropical -- other subtropical areas which I
24 been in, there is virtually no forest floor. That is
25 true also in some parts of southern Ontario, there is

1 virtually -- there is no forest floor. I will show the
2 Board...

3 THE CHAIRMAN: Where you would lose the
4 canopy completely.

5 MR. ARMSON: Where you lose the canopy,
6 then it is own to precipitation.

7 THE CHAIRMAN: So it increases the water
8 quantities?

9 MR. ARMSON: Yes, very much.

10 MR. MARTEL: And erosion?

11 MR. ARMSON: And erosion. Very much so.
12 The two -- the impact of precipitation following
13 removal of vegetation and erosion, the two things which
14 we tie together. And as I say, I come back to the
15 importance of that forest floor in all cases, and the
16 existing vegetation that can be on a soil even after
17 total harvesting of a forest cover.

18 MR. FREIDIN: Q. Mr. Osborn -- Mr.
19 Osborn -- Mr. Armson...

20 MR. MARTEL: He doesn't see that.

21 MR. ARMSON: I know the lights are bad.

22 MR. FREIDIN: Q. Well, at least Mr.
23 Armson's answers my questions. Mr. Armson, you have
24 used the word water yield in this particular diagram.
25 It says water yield increase in millimetres on the

1 vertical axis. What is water yield?

2 A. Well, water yield is the amount of
3 water that is measured usually by some mechanical weir
4 put in a streamflow at some point or a river that
5 measures the water flowing to it, yes.

6 Q. And would the water yield that was
7 measured in this case be water yield through both
8 surface runoff and subsurface flow?

9 A. Well, it would be -- yes, this would
10 be the increase in water yield that was measured at
11 some point downstream--

12 Q. All right.

13 A. --from the area that had been
14 affected by either harvesting or fire.

15 Q. This doesn't indicate what the
16 percentages are?

17 A. No, it doesn't.

18 Q. And you have already given your
19 evidence about surface flow and when you might or might
20 not exact it?

21 A. That's correct.

22 Q. Okay. Before we turn that off, is
23 there anything else that you wanted to say about that?

24 A. I think Dr. Osborn suggested, if we
25 are talking about an increase in yield then it becomes

1 a question of the duration of the -- over which that --
2 some period of time over which that yield may be in
3 effect. And we do have some information from an area
4 in northwestern Ontario and this is...

5 Q. Page 235 of...?

6 A. Page 235 in the Panel 10 evidence
7 and this is data -- these are data that were taken by
8 Nicholson and his colleagues in an area where he was
9 trying to measure what was not only the magnitude of
10 the increase in water yield but over, in this case, a
11 four-year term, although this is the point at which the
12 study was not terminated but the measurements were
13 made, what was in fact the duration.

14 And I will not speak in any great detail
15 about water yield and so on and the quality of water,
16 that I believe will be done by Dr. John Allin later on,
17 but what is of interest here is that in terms of the
18 water yield -- and in your figure the solid line is the
19 uncut watershed, the control, and in the overhead that
20 has been coloured red for ease of doing -- and the time
21 period over which this has been measured during the
22 season is from April through to just in the middle of
23 September.

24 And the measurements are for an uncut
25 watershed, as shown by the red line, for a one-year-old

1 clearcut watershed as shown by the hatched line, and
2 for a four-year-old clearcut watershed in the same --
3 these are all in the same area as indicated by the
4 dotted line. And then this is for this one period,
5 this one season.

6 And what is obvious is that in all
7 instances, including the control, there has been --
8 there has been a peak in water yield in the April to
9 May. Well, that is what one would expect, that is a
10 normal situation, the spring runoff.

11 And then as we progress through the
12 season, these peaks will relate to times of
13 precipitation and you will notice that the peaks for
14 the uncut -- the controlled watershed are lower in all
15 cases and that the highest peak in all cases is for the
16 watershed that has been cut just the one -year; in
17 other words, it hasn't been as much reestablishment
18 although there may be some reestablishment of
19 vegetation.

20 But what it does indicate is that as we
21 progress through the season, although there are some
22 differences they are -- in terms of absolute terms, we
23 are not dealing with great magnitude in many of these
24 instances, they go back to the intensity of
25 precipitation. These only go up to four years.

1 It is my understanding that the water
2 yields tend to come together, if you will, some time in
3 the four or five to ten-year period. So that increase
4 in water yield is a normal phenomenon after harvesting,
5 and we would expect also after fire, and that increase
6 will occur, but diminish over a period of time, and
7 that is something of the order of four to ten years.

8 MRS. KOVEN: Excuse me, Mr. Armson. In
9 terms of the concern about water table yield and the
10 seasonal concern, I suppose people like farmers are
11 mostly concerned with spring--

12 MR. ARMSON: That's right.

13 MS. KOVEN: --thaw and runoff and so
14 forth. And, in fact, the volume increase for the
15 spring is the highest increase on the chart?

16 MR. ARMSON: Is the highest, yes, and
17 that is what we would -- and that is the normal
18 condition even when we don't do anything.

19 MRS. KOVEN: Mm-hmm. But just the amount
20 of that increase, I would think, would be problematic
21 at that particular time of the year?

22 MR. ARMSON: Yes, it would be, yes. And
23 that, of course, can vary. This study was done in an
24 area of relatively shallow soils, so that the amount of
25 water that would be held within the soil body itself

1 would probably be minimal; in other words, it wasn't
2 there in deep soils.

3 MRS. KOVEN: And are you saying that
4 within ten years that the water yields go back to some
5 normal level?

6 MR. ARMSON: Yes, from the literature -
7 and as I indicated, Dr. Allin will be speaking in more
8 a detailed fashion about that timeframe and water
9 yields and water quality - but certainly from the
10 literature that is the gist -- and I am speaking of
11 forest conditions that are either similar to or
12 certainly not -- yes, very similar to ours.

13 MR. FREIDIN: I don't know who can turn
14 the lights back on, but...

15 MR. MARTEL: Could I ask a question? Do
16 forests prevent flooding or did I -- I think I read in
17 the documentation that it doesn't, but the impression
18 most people have is that forest cover would prevent
19 flooding in the spring.

20 MR. ARMSON: No, let me turn it around,
21 Mr. Martel. Flooding can occur where there are
22 forests.

23 MR. MARTEL: Okay.

24 MR. ARMSON: But where you have minimal
25 vegetation, where you insert a forest into it, you will

1 reduce the level of flooding because you are doing two
2 things: You are putting an organic mat, if you like,
3 on the soil by virtue of the litter, and you are also
4 evapotranspiring water. So that when you have periods
5 of peak precipitation, which is what give you the
6 flood, you have a system in there which will tend to
7 minimize it or buffer it.

8 But under extremely heavy precipitation,
9 very high intensity rainfall, then even with forest
10 conditions you can have floods. But during the growing
11 season, during the frost-free season, particularly with
12 vegetation with foliage on it, it moves water out, it
13 dries out soil, so that when you do get rainfall it is
14 going into a dry soil rather than a wet soil.

15 Does that answer your question?

16 MR. MARTEL: Yes, I guess -- I had read a
17 number of documents referred to that.

18 MR. ARMSON: Well, it is true. I think
19 there is a common perception that forests will prevent
20 floods. They don't, they are -- forest conditions will
21 minimize flooding where you have the precipitation that
22 will cause flooding.

23 If I may. Parts of northern Ontario,
24 natural forest conditions independent of harvesting,
25 have been -- in fact, one of my earliest experiences

1 was up the Black River and there had been no cutting,
2 nothing had happened up there except natural fire.

3 And I can vividly remember canoeing
4 through stands of trees on an early May day because the
5 river was in full flood and there had been -- there was
6 nothing up there then, except a few trappers.

7 MR. FREIDIN: Q. Okay. Now, if one was
8 concerned with potential for surface runoff, I am
9 saying surface runoff, from a site to aquatic
10 environment, what sort of condition would the site have
11 to be in before you would get any amount of surface
12 runoff that would cause concern?

13 A. The forest floor would have to be
14 removed to a large degree in most of our conditions
15 before you would get surface runoff, under the normal
16 intensity of precipitation.

17 As I think I explained, if you had an
18 extremely intense storm and the infiltration rate was
19 low, then you are going to have some surface runoff.

20 Q. Now, on page 237 of Exhibit 416A
21 there is reference to, I believe, desynchronization of
22 snow melt, right in the middle of the page.

23 A. Yes, I see that.

24 Q. Can you just describe for us what
25 that is and whether it is a positive or a negative

1 effect, or whether it has a potential for positive or
2 negative effects?

3 A. Well, what we are talking about
4 here -- what is being referred to here is the fact that
5 when you remove vegetation, the amount of snow
6 accumulation will be greatest, it is not in fact
7 intercepted by the crown, so that in terms of the
8 layout of the harvest and the degree of harvesting
9 within an area - and this will depend again on species
10 whether we are dealing with a deciduous species or a
11 coniferous species - then the manner in which the snow
12 melts and, therefore, adds to both the water moving
13 into the soil and the water flowing off, but if the
14 ground surface is frozen beneath the soil, then the
15 water that melts has got to run off, it can't run into
16 it.

17 So what is referred to here is the
18 condition under which snow melt runoff would occur as
19 related to the way you lay out the cut. If you lay out
20 the cuts so that you minimize snow melt by the
21 orientation of the cut, by the size of the cut, there
22 are many ways in conditions where you want to either
23 hold the snow, reduce the rate at which it melts there
24 are, if you like, manners or ways of designing the cut
25 that can do that.

1 Q. I would like to go back to your
2 evidence which dealt with the factors which could
3 affect the duration of increased water yield and you
4 spoke about revegetation of the site.

5 Could you advise: Does soil depth play
6 any part in terms of the duration that you might have
7 increased water yield after a harvest?

8 A. Yes. As I indicated, in areas of
9 shallow soil and particularly where there is a solid
10 bedrock there is very little storage capacity within
11 it, but one would have to distinguish very carefully
12 between shallow soils with a very solid bedrock and
13 those which have a fractured bedrock because where you
14 have fractured bedrock you have almost a perfect
15 condition for water to move through and down into the
16 bedrock itself.

17 Q. Okay.

18 MR. FREIDIN: And, Mr. Chairman, I think
19 Mr. Armson will be getting into a more interesting,
20 perhaps, discussion of the different types of soils
21 probably tomorrow, but one last question in relation to
22 duration.

23 THE CHAIRMAN: Is that suggesting that it
24 is not interesting today?

25 MR. FREIDIN: No, it is not. It should

1 be more interesting tomorrow, that is all.

2 Q. The type and intensity of harvest;
3 does that play any role in the duration of increased
4 water yield?

5 A. Yes, very much so. Where, for
6 example, we have a - I believe the Board is aware of
7 the term shelterwood as a form of cutting - where in
8 fact there is a first cut into a stand, this is a type
9 of cutting that is very -- used commonly in white pine
10 in the Great Lakes/St. Lawrence region, again snowbelt
11 area, where that form of shelterwood harvest system is
12 used, then there is in fact, because of the canopy, a
13 shading and retention of the snow so that it melts more
14 slowly.

15 I think anyone who has been in conifer
16 forests recognizes that that is the last place for the
17 snow to go. So that, in fact, one can regulate to a
18 degree - not completely - by that form of shelterwood
19 cutting in certain areas, the rate at which there will
20 be snow melt and, therefore, down through the system
21 and increase in water yield. You can minimize it, you
22 can't reduce it totally.

23 This is -- I have referred to this
24 earlier in terms of the lay out of the cut. Cuts which
25 are opened up on south-facing slopes are obviously

1 going to have a much greater rate of snow melt on
2 certain days than ones on -- north slopes will retain
3 the snow and, therefore, if you have in fact a larger
4 cut size on a north-facing slope, in terms of just
5 straight water yield, you are still going to minimize
6 the amount of increase in water yield under those
7 conditions.

8 So those are the sorts of things that we
9 would...

10 Q. All right. And your answer was
11 directed towards a difference in terms of the duration
12 of water yield based on what would occur in one spring.
13 If I could--

14 A. Yes.

15 Q. --if I could just ask you whether the
16 type and intensity of harvest; clearcut as opposed to
17 selection cut, that sort of thing, and intensity of
18 harvest would be a factor in terms of determining how
19 long increased water yield after harvest might take
20 place, and so I am thinking about over time.

21 A. Yes. Where there is a selection,
22 where there is -- well, really what we are coming back
23 to is the degree to which the forest cover is removed
24 and the graph that I showed is really explicit here:
25 How are you removing it according to a "selection

1 system or a shelterwood system or a clearcut system",
2 really what you are doing is moving from the left-hand
3 side to the right-hand side of that graph.

4 MR. FREIDIN: Mr. Chairman, it has been a
5 long day, this would be a convenient place to break.

6 THE CHAIRMAN: Sounds good to us. Thanks
7 very much.

8 I guess tomorrow we will start at 8:30 to
9 try and get in a reasonable day and we will break at
10 1:30 or so in the afternoon.

11 Thank you.

12 MR. COSMAN: Mr. Chairman, just perhaps
13 before we do, can we have an indication from MNR
14 counsel as to whether or not we will be cross-examining
15 some time late tomorrow or on Tuesday morning?

16 MR. FREIDIN: Do you want to?

17 MR. COSMAN: I am ready any time.

18 MR. FREIDIN: Okay. I would be surprised
19 if we finished tomorrow.

20 THE CHAIRMAN: Thank you.

21 ---Whereupon the hearing adjourned at 4:50 p.m., to be
22 reconvened on Thursday, February 16th, 1989,
23 commencing at 8:30 a.m.

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